Performance Management System

Guide

Commonwealth of Massachusetts
Department of Personnel Administration

Dear Colleague:

Coordinating a large-scale effort, such as the statewide implementation of the Massachusetts Performance Management System (PMS) requires the time, effort and organization of many people. One significant facet of this project has been the printing and binding of 3200 PMS Guides, one copy for each manager in the Commonwealth.

I would like to extend my thanks to the staff of the Massachusetts Correctional Industries at the Department of Corrections, under the direction of Peter Argeropulos, who worked with DPA to complete this task. Specifically, thanks goes to the staff at MCI-Cedar Junction for printing and binding the Guides, to MCI-Norfolk for printing the PMS forms and to the Southeastern Correctional Center for making the binders. We are very pleased with the professionalism exhibited by the Correctional Industries staff throughout the production process as well as with the high quality of the finished Guide.

I am sure that you will find this Guide useful as you begin to use the Massachusetts Performance Management System in your agency.

Sincerely,

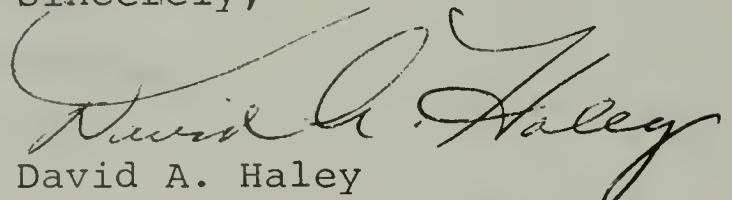David A. Haley
Personnel Administrator

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Acknowledgement

The Performance Management System (PMS) presented in this Guide is the result of the combined efforts of numerous individuals from both the public and private sector. These individuals were united by a common vision for instituting a process to help state managers function more effectively in meeting the challenges of public service in the 1980's.

Within the Massachusetts Department of Personnel Administration, the Bureau of Planning and Research had primary responsibility for the development and design of the Performance Management System. It is in large part due to their continued dedication and efforts that this system is now ready for implementation.

Advice and support was provided by the Management Subcabinet's Performance Evaluation Taskforce, representing a cross section of state agencies. This helped ensure that the special needs and concerns of state agencies were brought to bear during the design stage and that the system would be flexible enough to meet the diverse needs of state government.

Ongoing review and guidance was provided by the Performance Evaluation Subcommittee of the Massachusetts Business Round Table. This allowed the design team to draw upon the considerable experience which the private sector has acquired with performance management approaches. The insight and support of members of this group proved to be highly valuable in the design effort.

Finally, in searching for useful public sector models, officials instrumental in developing similar approaches in other jurisdictions were consulted. The best features of these programs were identified and incorporated into the PMS.

By opening up the system design process, we have been able to avail ourselves of the best thinking in the performance evaluation field. We have incorporated the many valuable ideas and suggestions into a direct, concise and practical guide for performance management at the agency level. We are deeply grateful for the professional contributions of all those who participated in this effort.

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Message From The Governor

Now is not the easiest of times to be a manager in the public sector. The problems are increasingly complex, and the resources at our disposal a lot tighter than they were a decade ago.

If you really want to get something done, the public sector is going to demand the most of your management skills. The *Performance Management System,* which is discussed in the following pages, is designed to help. *PMS* will help you and your agency set priorities, direct your efforts toward concrete results, and monitor progress against established objectives. In this way, each year the agency will achieve its intended, tangible and meaningful objectives.

This will not be easy. Often the measures of job performance are difficult to develop and maintain. Performance measurement in government is much more complex than in the private sector, where profits are a universal "bottom line". Nevertheless, we must determine our missions, define our yearly objectives based on these missions, and then accomplish our objectives.

The *Performance Management System* is one of several management support systems now being implemented. With your support, managers will use this system to jointly plan their year's work so that it is clearly and fully supportive of the agency's priorities, and is targeted toward high, but achievable results. In this way the system encourages more effective and results-oriented performance.

Only by working together as managers can we build and maintain a state government which is effective, efficient, and of which our citizens can be proud.

Michael S. Dukakis
Governor

Introduction

Introduction and Background

Why institute a *Performance Management System?* One important reason, of course, is that the Legislature mandated the utilization of a "performance evaluation system" in Chapter 699 of the Acts of 1981.

There are, however, other very fundamental reasons which argue strongly that a well designed and implemented *Performance Management System* will enable state managers and supervising managers to perform their jobs more effectively and productively. A brief description of these reasons will help you understand the basis for the *System's* design, what is required to make it work, and how it can be beneficial to you.

Already managers continually evaluate the performance of those they supervise and, if pressed, often will articulate their evaluation. Moreover, personnel decisions are made on these judgments. The problem with this implicit evaluation system is that managers rarely share their evaluations with those they are evaluating, and more often than not, the factors which they are using to make their evaluations are not clear. Too often, the only evaluation a manager hears is a negative one when something goes wrong, and he/she may well feel that the evaluation is based on inappropriate criteria.

What is needed, therefore, is a performance evaluation process in which the manager and supervising manager agree on what will be used as the basis for evaluating the manager's performance. The system should also ensure that the manager learns about this evaluation clearly and directly from his/her supervisor, and has an opportunity to discuss it. Of course the evaluation should focus on what the manager has done well, in addition to those areas where improvements are necessary.

Evaluation by Results

What, then should be the basis for appraising performance? While any assessment ultimately requires some judgment to be made, an assessment need not, and should not, be simply the subjective opinion of the supervising manager. Rather, the assessment should be based on the manager's achievement of specific and measurable objectives.

These objectives may range from establishing a new program for the homeless by a target date, to inspecting a certain number of potential hazardous waste sites, to working toward the passage of a particular piece of legislation. How the results are achieved should be less important than if the results were achieved. Assessments about how a manager works can too often degenerate into subjective judgments that have little to do with the manager's performance on the job. There are, of course, certain abilities that managers should develop and utilize, such as the ability to organize, direct and communicate. These performance factors should be considered in any assessment of a manager's performance. The primary focus of the appraisal, however, should be on whether or not the manager achieved certain measurable performance objectives.

Joint Planning

How are these individual performance objectives established? They should be established jointly by the supervising manager and the manager. This joint performance planning ensures that the manager feels that the objectives are fair, and the supervising manager feels that their achievement will help the supervising manager accomplish his/her own priority performance objectives and those of the organization. Joint planning requires the supervising manager to clearly communicate to the manager what the priorities should be for the next 12 months (i.e., what are the most important objectives that need to be met). It requires that the manager clearly communicate to the supervising manager what can be accomplished given the limits of time and resources. This discussion should lead to agreement on the manager's priority performance objectives.

Priorities, of course, can change, and unanticipated developments may require a revision of performance objectives. It is imperative, therefore, that the supervising manager and manager communicate on an ongoing basis concerning the manager's progress toward the accomplishment of the performance objectives. If a manager is encountering some difficulty, the supervising manager should discuss what assistance he/she (or others) can provide to meet the objective, and determine if the objective requires revision.

Professional Development

The ultimate purpose of the *Performance Management System* is to enable the manager to perform more effectively, thereby improving the performance of the agency and state government as a whole. An integral part of this system, therefore, should be a development plan to further the

manager's professional growth. This plan can include participation in a job-related training/education program which enhances the manager's knowledge and skills and/or a new work assignment which provides the manager with experience that will further his/her career. Based on what has been learned from the prior 12 months experience, the manager and supervising manager might also conclude that they need to take corrective action steps to enable the manager to more effectively achieve his/her performance objectives in the future.

Summary

The *Performance Management System* has been designed therefore to realize the following major benefits:

- Improved performance by the agency and state government.
- Joint planning between a manager and his/her supervising manager to establish clear, achievable, measurable, results-oriented performance objectives. These objectives should be both consistent with the supervising manager's and agency's priorities and considered fair by the manager.
- On-going communication between a manager and supervising manager with regard to progress toward the accomplishment of the performance objectives so that the manager and/or supervising manager can take timely steps to resolve any problems.
- Clear and direct communication between a manager and supervising manager concerning the quality of the manager's performance.
- Performance oriented evaluations that are based primarily on whether measurable objectives are met, not met, or exceeded.
- Planning and action steps for the professional development of the manager.

The Performance Management System

These considerations led to the creation of the *Performance Management System*. The *PMS* is a management program designed to improve the planning, guiding and evaluating of managerial job performance. Job performance is to be evaluated against stated performance objectives which are jointly determined by the manager and supervising manager at the start of a year.

PMS enables state managers and employees to perform their jobs more effectively and productively. When agency managers work together using this approach, it can be a tool to enhance:

- performance planning
- communication
- performance evaluation
- professional development

It must be emphasized, however, that no matter what systems, forms, or review approaches are used, they are simply management tools. Therefore, only through your efforts and continuing support of the process, can the *Performance Management System* facilitate effective planning, professional growth and organizational development.

The Performance Management Cycle

There are four major phases that comprise the Performance Management Cycle:
1. Agency Mission, Goal and Objective Setting
2. Performance Planning
3. Monitor and Review Progress
4. Annual Review and Professional Development Plan

Agency Mission, Goal and Objective Setting

"Exactly what are my agency's mission and goals, and what are its priorities this fiscal year?"

Performance Planning

"What results are expected of me in helping my agency achieve its mission, goals and priority objectives. How will my effectiveness be measured?"

"How can I best go about achieving these results?"

Monitor and Review Progress

"How am I doing against my performance objectives?"

"Am I encountering any unforeseen problems? Can my supervisor help me solve these problems?"

Annual Review and Professional Development Plan

"How did I do? Did I meet my performance objectives?"

"What did I do well?"

"Where can I improve my performance?"

"How can I develop and improve as a manager?"

Performance Management Cycle

Phase 1 **Agency Mission, Goal and Objective Setting**   (July-August)

Agency Head:
A. Reviews and updates agency's statement of mission and goals
B. Finalizes agency's priority objectives for the fiscal year
C. Communicates the mission, goals and priority objectives to all agency managers

Phase 2 **Performance Planning**   (August-September)

Manager and Supervising Manager:
A. Establish Individual Priority Performance Objectives
B. Discuss Key Performance Factors

Phase 3 **Monitor and Review Progress**   (February-March)

Manager and Supervising Manager:
A. Conduct Informal Progress Reviews as needed
B. Conduct the Required Progress Review Meeting

Phase 4 **Annual Review and Professional Development Plan**   (August-September)

Manager and Supervising Manager:
A. Prepare for the Annual Discussion
B. Conduct the Annual Review and Professional Development Plan Discussion
C. Document and Sign-off

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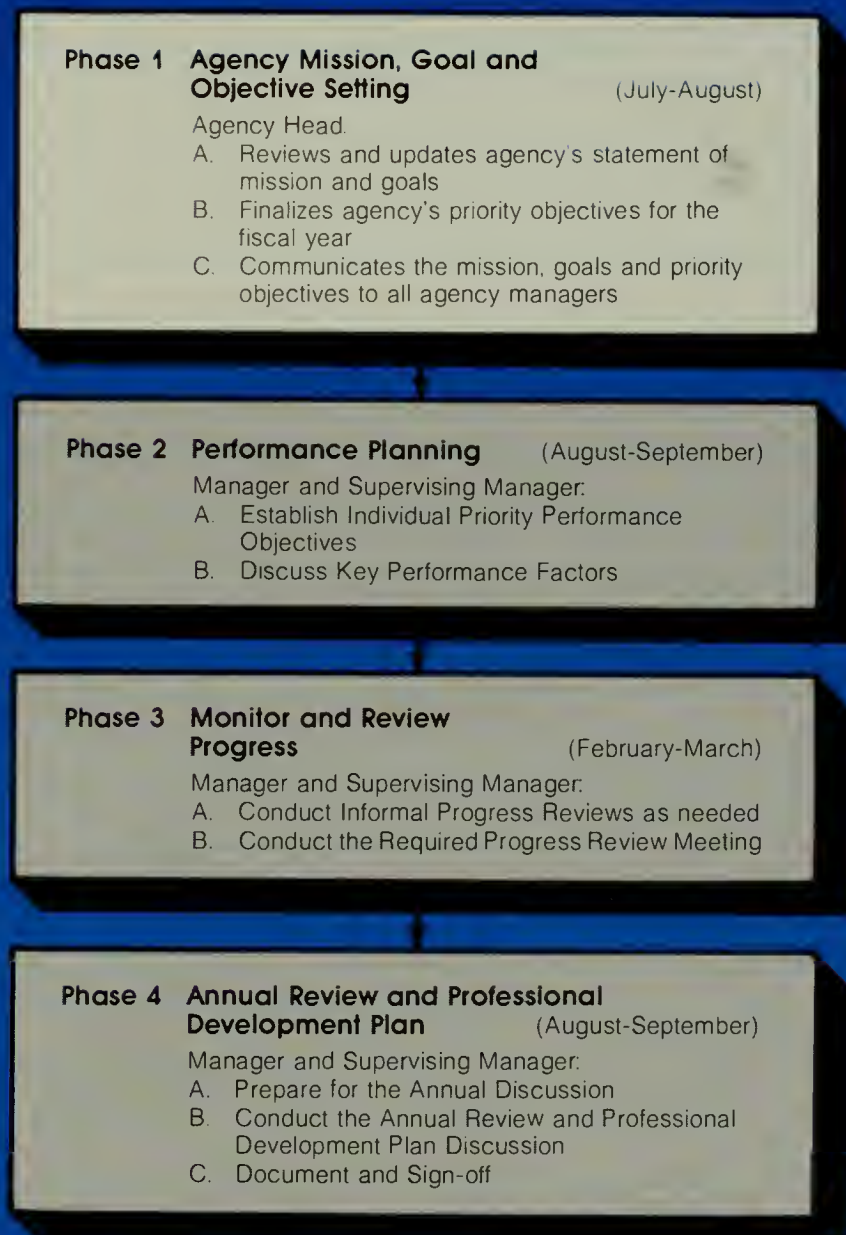
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Phase 1
Agency Mission, Goal and Objective Setting

Performance Management Issue

The purposes of a state agency are established in its legislative mandate. An agency's mission and long-range goals are also affected by such factors as legislative amendments, new initiatives, Executive Branch directives and court decisions. Perceptions of mission and goals may become outdated unless they are reviewed and clarified from time to time. State managers must have a clear understanding of the agency's priority objectives **each fiscal year** *if they are to be instrumental in their achievement. To accomplish this planning is often easier than it first appears.*

This first phase of the *Performance Management Cycle* ensures that the agency's mission, goals, and priority objectives are clearly articulated at the beginning of each performance period. Agency managers are thus provided with a meaningful context in which to plan their individual supportive functions and efforts.

To accomplish this mission setting and strategic planning, the agency head can work from the agency's budget documents. As part of the budget process, agencies develop statements of their mission, goals and priority objectives. Building on these budget documents, the only steps to be completed in this phase are:

• To finalize these statements, each year, after the budget has been enacted.
• To communicate them to all agency managers as soon as possible.

The responsibility for developing, finalizing and communicating these statements rests with the agency head. The agency head may take the lead in this process, and develop a statement which is reviewed by the top executives. Alternatively, an "Executive Team Approach" may be employed in which a team of top executives is charged with developing these statements, for review and approval of the agency head. Before deliberating, the agency head or executive team may find it beneficial to gather input from key subordinates, and to consult with senior administration and legislative branch officials.

Good working drafts of the agency mission, goals and objective statements may be developed in a short period of time, perhaps one to three weeks.

Agency Mission/Goals/Priority Objectives Defined

Mission

The **mission** is a statement of the fundamental *purpose* of the agency. A well conceived mission statement should include coverage of such factors as: services, clientele, geographic areas covered, and the philosophical and statutory basis of the agency.

Goal

An **agency goal** defines a broad, ultimate outcome to which the agency is committed. Agency goals reflect the broad aims the agency pursues in fulfilling its mission. All policies, programs and efforts should be directed towards the outcomes. The agency goals thus provide a clear sense of *direction* for its managers, and a means of evaluating the agency's impact in the long run, i.e., at least one to five years into the future.

Agency Priority Objective

An **agency priority objective** defines a specific end result or output to be achieved within a specified time frame. Agency priority objectives are narrower in scope than the agency goals. They are more immediate and directly within the agency's control than the goals. They point to where the agency's managers should be concentrating their efforts in the short term, as part of the long term strategy for achieving agency goals.

Agency priority objectives are established each year for overall planning and budgeting purposes. They should receive the support of all agency personnel, regardless of their level of involvement in the particular objective. The agency's performance month-to-month and quarter-to-quarter may be evaluated by the success in achieving these objectives.

Generally, the agency priority objectives will be reflected in the individual performance objectives of the agency head.

Examples of agency mission, goal and priority objective statements are provided at the end of this section.

A. Review and Update Agency's Mission and Goals

The development or editing of a well-phrased statement of agency *mission* can be likened to laying the cornerstone for an effective performance management system. The mission statement provides a clear sense of purpose, and a frame of reference with which to validate all proposed actions.

Normally, developing a mission statement requires a great deal of thought, study, and negotiation by the top managers. But this need not delay implementation of the *PMS*. A good first draft or working statement can be developed for this purpose. Once developed, it should be periodically reviewed in light of the changing environment and agency capabilities. The statement can be a powerful communication tool when it conveys not merely what the agency does, but a long-term vision of the agency's purpose. A set of questions to guide the agency head or *executive team* in developing or editing a mission statement has been provided in Appendix A.

The agency's *goals* should flow directly from the key elements of the mission statement.

The agency's *goals* are actually more operational statements of the mission. They should spell out the agency's broad intentions for the future in terms of specific outcomes to fulfill its mandate. For example, an agency which functions as a disseminator of information useful to the business community might establish as a new goal: to increase the proportion of small businesses that use its services.

A major new initiative, legislative mandate, or policy decision would normally signal the need for editing the agency's statement of mission and goals.

B. Finalize Agency's Priority Objectives for the Fiscal Year

Under the performance-based budget guidelines now in effect, agencies must formulate their priority objectives when developing and submitting their budget proposals for the upcoming fiscal year (normally in August or September). These agency objectives may require adjustment to reflect actual allocations made when the budget is passed.

The agency's priority objectives should be reviewed and finalized as soon as possible after the new fiscal year has begun so that they are clearly understood, and the agency's managers can begin working toward their achievement.

C. Communicate the Mission, Goals and Priority Objectives to All Agency Managers.

These *finalized* statements should be communicated to all managers so they can begin holding individual performance planning meetings. In fact, distribution to all employees is recommended to enhance understanding of the overall agency objectives.

The agency performance objectives prepared for the agency budget request and subsequent spending plans should be compatible with the agency mission, goals and priority objectives developed for PMS. Circulation of the relevant budget documents along with the PMS documents will further ensure integration of these two management systems.

Example -
Agency Mission Statement for a Hypothetical State Division of Highways

To provide safe, efficient transportation for all the people and communities of Massachusetts by planning, building, maintaining, and operating a state highway system and managing the following program categories in a cost-effective fashion:

- Maintenance and Operations: Providing highway and toll bridge maintenance and operations, bridge and roadway reconstruction and restoration, resurfacing, protective betterments, and toll revenue operations.

- Improvements: Providing special safety improvements, new highway and toll bridge construction, and roadside services and traffic operation improvements.

- Local Assistance: Administering federal and state assistance to city and county road, street, and highway programs.

- General Support: Ensuring the provision of all necessary support services and related statewide planning and research.

Overall, this agency exists to:

1. Ensure the continuous maintenance and improvement of the state highway system.

2. Ensure cost-effective and equitable use of available resources in pursuit of its mission.

3. Cooperate, to the fullest extent possible, with all related federal, state, county, and city organizations in effectively meeting the state's transportation needs.

4. Provide opportunities for career and personal satisfaction and growth for all division personnel.

5. Be alert and responsive to useful new developments in highway systems management.

Adapted from George Morrisey's *Management by Objectives and Results in the Public Sector*, 1976.

Example -
Agency Goal Statements

- To improve general travel and safety conditions on existing state highways as measured by the percentage of total lane mileage brought up to current federal standards.

- To improve bridge safety within our jurisdiction as measured by the percentage of bridges brought up to current federal standards.

- To increase road capacity on existing metropolitan arteries as measured by the percent completion of critical projects identified in the Highway Commission's 5 year Master Plan, adopted in July, 1984.

- To contribute to the establishment of a balanced statewide multi-modal transportation network as measured by the percentage of completion of projects agreed upon by the Transportation Alternatives Interagency Task Force.

- To improve highway and roadside services as measured by the proportion of service units passing the Monthly Quality of Service Audit.
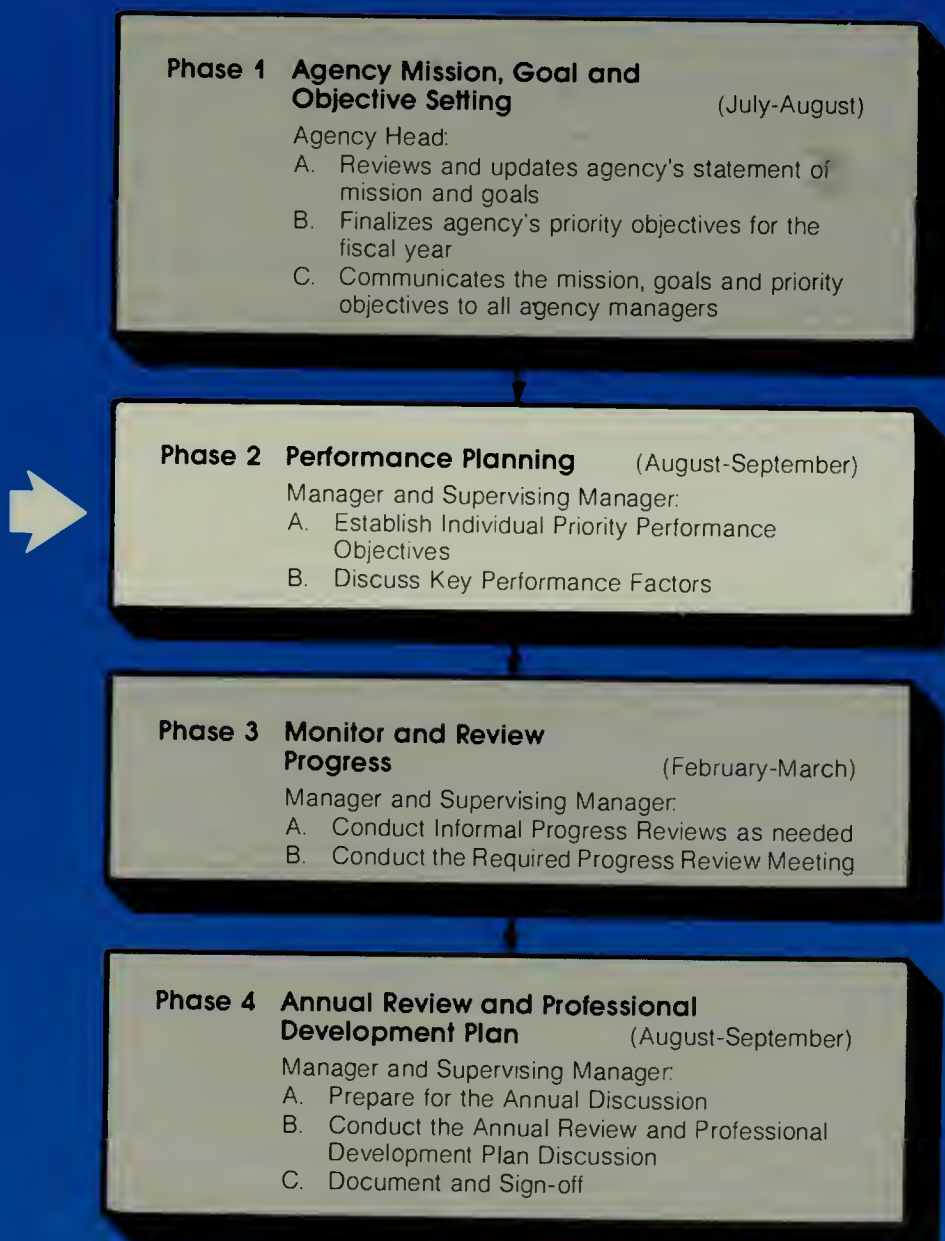
Example -
Agency Priority Objectives for this Fiscal Year

- To increase from 20% to 25% the percentage of total lane mileage of existing state highways brought up to current federal standards this fiscal year.

- To repair or replace the 45 bridges heading the "critical disrepair list" this fiscal year.

- To increase from 5% to 20% the percent completion of critical projects in the 5 year Master Plan this fiscal year.

- To maintain the average response time to motorist complaints at the department standard of 10 days or less in FY '86.

- To increase from 25% to 40% the percent completion of projects agreed upon by the Transportation Alternatives Interagency Task Force this fiscal year.

- To complete implementation of the Department's new automated auditing and financial management system by 3/30/86.

Phase 2
Performance Planning

Manager and Supervising Manager:
A. Establish Individual Performance Objectives
B. Discuss Key Performance Factors

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Phase 2
Performance Planning

Performance Management Issue

*In many situations managers and supervising managers have quite different perceptions concerning the manager's role and the results expected from the work effort. When this is the case it can lead to misdirected effort and undesired results. When there has been **two-way** communication and agreement on these matters beforehand, higher levels of commitment, motivation and achievement result.*

Once the Agency's mission, goals and priority objectives have been established and communicated within the agency, a process of *joint planning and communication* among the management levels is required to ensure that each manager understands what he/she is expected to accomplish in the upcoming performance period. This process of joint planning is the **Performance Planning Phase** of the *PMS* Cycle.

In this phase, the manager and supervising manager first individually consider, and then meet to discuss and reach mutual understanding on:

*   the specific results the manager is expected to achieve.
*   the criteria upon which the manager's performance is to be evaluated.

The manager, in turn, meets individually with subordinate managers to discuss and reach similar mutual understandings on performance expectations.

By arriving at a mutual understanding on performance expectations, all managers have an opportunity to benefit. The supervising manager benefits from the subordinate's thinking, talent and creativity in helping establish the plans. The manager, by being involved in planning, gains a better understanding of what is expected of him/her and becomes more committed to making the plan succeed.

Time For Discussion

Completion of the performance planning process might require two or more separate meetings between the supervising manager and the manager. There must be sufficient time for open-ended, free flowing discussion between the two parties.

To ensure that a climate of dialogue is established, the supervising manager should *listen* very carefully to what the manager has to say. There should be as much give-and-take in the establishment of objectives and plans as possible.

The training for *PMS* implementation provides guidance to managers in communication skills related to performance planning. Also, some of the communication techniques discussed later in this *Guide* are applicable here.

Developing the Priority Performance Objectives

Performance objectives should be established in those areas where the manager's performance is most important in the upcoming period.

This is a two step process:

- Decide what areas the job should emphasize this year.
- Write performance objectives.

The first step involves a review of several documents, including at least: the agency's mission and goals statement, the agency's priority objectives, the supervising manager's performance objectives for this year, and the manager's long-term accountabilities, as summarized on the *Management Position Questionnaire.*

Setting priority performance objectives using this two step process sometimes may be accomplished in one meeting, especially if the job is basically unchanged from last year. Two or more meetings may be needed if extensive review is undertaken to clarify the manager's job responsibilities for the current year.

The objectives should be written so that they are relevant and verifiable. An objective is verifiable if, at the specified date for its accomplishment, it is easy to determine whether or not it has been attained.

The setting of objectives may be facilitated by having the manager submit a draft of the objectives to the supervising manager before the meeting. Logically, the manager can best draft the objectives after agreement is reached on which areas will be emphasized this year.

A systematic approach to developing priority performance objectives is given in Appendix B, and illustrated in terms of one specific manager's job.

Three Categories of Performance Objectives

There are three major types of performance objectives. Each of these types are described below, with examples.

Maintenance Objectives

Maintenance objectives represent a commitment to stabilize a desirable existing condition or level of performance. They specify a standard of performance in a *critical area* that must be sustained in the future. For example:

— To continue providing a level of service in which at least 95% of all requisitions are processed within ten business days of receipt, during FY '86.

— To maintain accreditation with the Joint Commission on the Accreditation of Hospitals in FY '86.

Problem Solving/Improvement Objectives

Problem solving or improvement objectives are established when an existing condition or level of performance will *not* be desirable or acceptable in the future. For example:

— To reduce annual downtime on the ABC computer system from its present 180 hours to 140 hours in FY '86.

— To increase the annual percentage of "favorable" client service evaluations from its present 60% to 75% in FY '86.

Innovative Objectives

Innovative objectives reflect a commitment to institute a new method or approach into the work effort. For example:

— To develop and implement a new *workflow procedure* for the claims section, based on Task Force Recommendation 15B, by 12/15/85.

— To negotiate and finalize a contract for services for the conversion of bureau records to microfiche by 8/15/86.

Further examples of objectives are given in Appendix C.

Guidelines for Writing Sound Performance Objective Statements

"To reduce claim processing errors" is not a well-written objective statement because it is too general. A better statement might be:

"To reduce the total annual error rate for claims processed by the Claims Section from its present 8% to 4% in FY '86."

The second statement represents an improvement. It is more tangible, leaving little or no room for uncertainty. Here are some guidelines for writing and evaluating your objectives:

1. Begin with an Action Verb

These words provide direction to the statement by signifying action or accomplishment of some sort. Examples:
— To increase
— To reduce
— To maintain
— To implement
— To install
— To develop and submit*

2. Relate to a Single Key Result

The action should relate to a single **key result** so there is a clear picture of when the objective is met. The one key thing that indicates achievement must be clear. For example, "To issue new guidelines for ABC compliance by July 1, 1986" may require several developmental steps, but the *key result* will be the "issuance" of the new guidelines. If *more than one* result is included, the objective is weakened since it may be difficult to verify accomplishment.

* Two or more verbs may be used as long as achievement will be determined on the last used.

3. Be as Specific and Measurable as Possible

The more tangible the performance measure, the better the objective. **Performance Measures** such as numbers, time spans, costs, and percentages may serve as reliable indicators of successful performance. For example, it is much easier to measure achievement of an objective of "To resolve 90% of all citizen complaints within 5 business days, during FY '86" than "To resolve citizen complaints as soon as possible."

Some objectives, such as those of a project-oriented nature, are best measured by the completion of certain *events* or *milestones* which can be easily verified, even though they may not contain numbers. For example, "To develop and submit a final report on Task Force findings by May 15, 1985".

4. Specify only "What" and "When"

The objective statement should be restricted to specifying only "what" and "when" rather than describing the "why" and "how". The "why" of the objective should be answered before the actual writing of the objective has begun (see Appendix B). The "how" is addressed through action planning, which goes beyond the objective setting process. Examples of action planning steps are provided in Appendix B

For example. "To increase annual average unit output from 15 claims per day to 18 claims per day in FY '86", rather than "To increase unit output through motivation, improved working relations and positive feedback."

The anticipated completion or "target" dates should be included on all objectives. In lieu of a specific date, a time frame may be used such as "this quarter" or "this fiscal year"

5. Be Understandable

The objective should be *understandable to those who will help in its achievement*.

6. Represent a Priority

Each performance objective established should provide a maximum payoff on the required investment in time and resources, as compared with other objectives being considered. The majority of objectives should relate to agency priority objectives. The relative priority of the objectives established should be indicated by the order in which they appear in the *Performance Plan*.

B. Discuss Key Performance Factors

In addition to targeting performance toward specific results, it is also important to consider the manager's manner of performance in exercising his/her key functions as an agency manager. These factors are listed in the Key Performance Factors section of the Performance Plan.

The six performance factors listed represent the recognized general functions of managers. These factors are defined as follows:

- PLANNING: Define work unit objectives and priorities, and design work strategies and budgets.

- STAFFING: Select, evaluate, train, assign, develop, promote and terminate personnel. This includes implementation of AA/EEO policies and monitoring of sick leave usage.

- ORGANIZING: Assign responsibilities to unit members that are consistent with unit goals and work with unit members to ensure that these goals are met.

- DIRECTING AND LEADING: Direct and coordinate work, delegate responsibility, monitor work, anticipate and resolve conflicts, implement corrective action and motivate and support staff by clarification of policy and two-way communication.

- COMMUNICATION OF INFORMATION: Effectively and persuasively communicate information to the public about the agency's programs and policies.

- INTERPERSONAL SKILLS: Work effectively with all levels of personnel inside and outside the agency.

Since performance in these functional areas can affect the manager's ultimate effectiveness in achieving desired results, these factors should receive close attention throughout the performance period.

In the initial discussion, a mutual understanding should be reached on expectations in each of these areas, especially as they affect achievement of the priority performance objectives. Any specific or important agreements on performance expectations should be recorded on the PMS Form. The supervising manager may take this opportunity to "coach" the manager in the development of managerial skills.

Any additional factors not falling within these areas, but considered critical to the specific manager's job, should be defined in the space provided. Each of the six factors is further defined in Appendix D.

The last step of this performance planning process is a sign-off by the manager, supervising manager and the reviewing manager (normally the supervising manager's immediate superior) on the last page of the form, indicating that the performance planning meeting has taken place.

KEY PERFORMANCE FACTORS

Whether a manager can accomplish the performance objectives depends in part on how effectively the manager performs the key managerial functions listed below. A mutual understanding should be reached on expectations in each of these areas. Any specific or important agreements on performance expectations should be recorded below.

PLANNING: _____

_____

STAFFING: _Hire qualified seasonal personnel_ _____

_____

ORGANIZING: _____

_____

DIRECTING AND LEADING: _____

_____

COMMUNICATION OF INFORMATION: _Hold monthly seminars for employers on_ _____
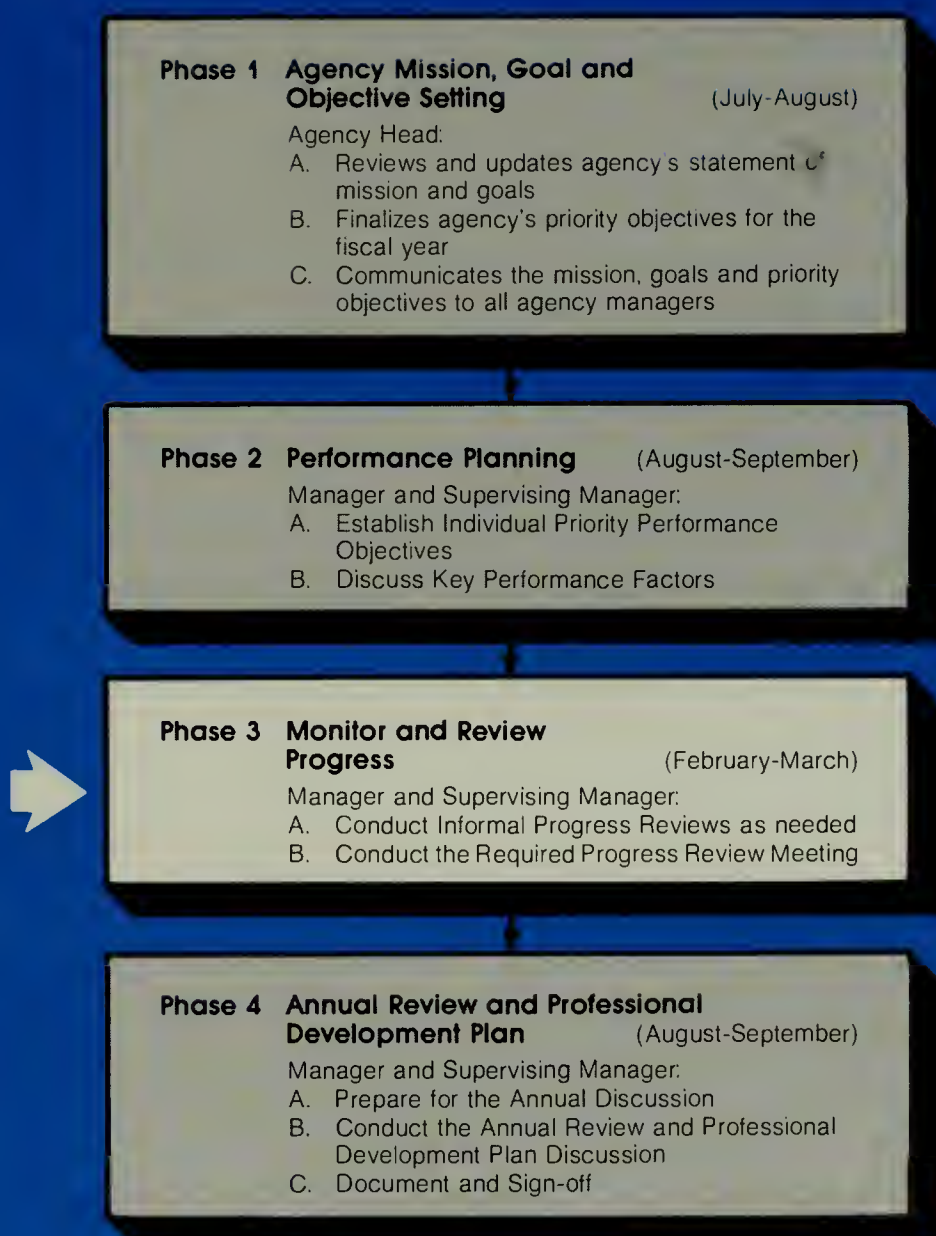
developments in employee retention techniques _____

INTERPERSONAL SKILLS: _____

_____

OTHER KEY PERFORMANCE FACTORS: (define) _____

_____

Phase 3
Monitor and Review Progress

Manager and Supervising Manager:
A. **Conduct Informal Progress Reviews as needed**
B. **Conduct the Required Progress Review Meeting**

Phase 1 **Agency Mission, Goal and**
Objective Setting (July-August)

Agency Head:
A. Reviews and updates agency's statement of mission and goals
B. Finalizes agency's priority objectives for the fiscal year
C. Communicates the mission, goals and priority objectives to all agency managers

Phase 2 **Performance Planning** (August-September)

Manager and Supervising Manager:
A. Establish Individual Priority Performance Objectives
B. Discuss Key Performance Factors

Phase 3 **Monitor and Review**
Progress (February-March)

Manager and Supervising Manager:
A. Conduct Informal Progress Reviews as needed
B. Conduct the Required Progress Review Meeting

Phase 4 **Annual Review and Professional**
Development Plan (August-September)

Manager and Supervising Manager:
A. Prepare for the Annual Discussion
B. Conduct the Annual Review and Professional Development Plan Discussion
C. Document and Sign-off

Manager and Supervising Manager:

A. Conduct Informal Progress Reviews as needed.

B. Conduct the Required Progress Review Meeting

Phase 3
Monitor and Review Progress

Performance Management Issue

Although written progress reports can provide one means of monitoring the work effort toward planned results, experience has shown that face-to-face meetings between the individual manager and the supervising manager to review progress are essential to make the process effective. In order to accurately assess their own performance, supervising managers must be brought up to date on the progress of their managers. Managers benefit from the opportunity to report on their progress and to seek the advice, counsel, and assistance of supervising managers. The supervising manager can often play an active role in solving problems confronting managers since he/she may have the information or authority to make decisions the individual managers could not make on their own.

Periodic progress review ensures timely feedback to each party during the performance period. It facilitates vertical communication between the management levels and allows the system to be responsive to problems, crises and opportunities encountered in a changing environment.

Phase 3 of the *Performance Management Cycle* is the ongoing process of monitoring and reviewing progress. One formal **Progress Review Meeting**, mid-way through the performance period, is *required* to document the manager's progress toward the accomplishment of objectives listed on the *Performance Plan*.

Throughout the course of the performance period the supervising manager and the manager should sustain open communication, meeting frequently on an informal basis to share information and engage in mutual problem solving. The manager's *Performance Plan* provides a solid basis for these discussions.

Whether the informal progress review meetings are spontaneous meetings or are scheduled in advance for a specific time each week, month, or quarter, the manager and supervising manager share responsibility for initiating them. Frequent informal progress review meetings reduce the number of "surprises" later in the year.

A. Conduct Informal Progress Reviews as Needed

Any or all of the following topics could constitute the agenda of an informal progress review meeting:

- manager's *update on progress* toward established objectives
- removal of obstacles to progress
- identification of performance problems and proposed solutions
- progress on professional development plans set at the time of the prior *Annual Review*
- revision of established objectives (including deletion, if required)
- establishment of new objectives or priorities
- discussion and assessment of overall performance to date

Any major new development (crisis, problem or opportunity) may signal the need to hold a progress review. This might result in agreeing upon a new objective or adjusting those previously established in response to the new development.

Any variance between planned and actual progress should be discussed and reconciled. Major revisions to the performance objectives should be noted on the *Performance Management System* form. These should be entered as dated annotations to the *Performance Plan,* or as entries under action steps on the *Progress Review* page.

B. Conduct the Required Progress Review Meeting

The *required* progress review meeting should be scheduled to take place about half-way through the performance period. Its purpose is to provide a *comprehensive review* of the manager's:

- Progress toward the accomplishment of the *priority performance objectives.*

- Performance to date on the *key performance factors*

- Achievement of *professional development*, in accordance with the plan agreed upon at the last *Annual Review.* (The

Professional Development Plan is described in the next section.)

The outcome of this meeting should be documented in the *Progress Review* section of the *Performance Management System* form, with comments in the designated sections as required.

An example of a completed entry in the *Progress Review* section of the form is shown below.

Progress Review

In addition to informal discussions of progress the supervising manager and manager should review the progress in meeting the **priority performance objectives** at least once during the 12 month period. The purpose of this discussion is to assess progress against objectives, identify obstacles, determine appropriate actions, and if necessary revise objectives. This session will also be used to assess the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Status   Ahead of Schedule ☐   On Schedule ☒   Behind Schedule ☐

Action steps   The average to date is 77.5%. Steps taken last month should further improve the placement rate so that we can reach our target of 80% this year.

2. Status   Ahead of Schedule ☐   On Schedule ☒   Behind Schedule ☐

Action steps   New plan went into effect on 1/15/86, as scheduled.

3. Status   Ahead of Schedule ☐   On Schedule ☐   Behind Schedule ☒

Action steps   Average cost per client to date is $375. It is expected to decrease when cost savings measures take full effect.

4. Status   Ahead of Schedule ☐   On Schedule ☒   Behind Schedule ☐

Action steps   "Favorable" service evaluations to date are running at 75.5%.

5. Status   Ahead of Schedule ☐   On Schedule ☒   Behind Schedule ☐

Action steps   Need to brief newly elected officials in impacted communities on our objective in this area. Note: overall attendance at outreach meetings has declined recently. This may impact achievement of this objective, but it's too early to tell. Attendance will be monitored again in thirty days.

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	☒	☐	☐
• Staffing	☒	☐	☐
• Organizing	☒	☐	☐
• Directing & Leading	☒	☐	☐
• Communication of Information	☒	☐	☐
• Interpersonal Skills	☒	☐	☐
• Other Key Performance Factors	☐	☐	☒

Comments   My expectations on the planning factor were fully met with the submission of a well-planned budget proposal on 8/25/85. Mr. Stone should be expected to answer any inquiries on this budget proposal as it is being considered in the weeks ahead.

Priority Performance Objectives

If performance is behind schedule, action steps planned to achieve the objective as targeted should be developed and entered on the *Performance Management System* form. As with the informal progress reviews, revisions of objectives should be noted on the form.

Professional development plans and corrective action steps agreed to at the close of the previous performance period should be monitored and reviewed at this point to ensure that the manager is gaining the intended benefits.

Key Performance Factors

Performance on each of the key performance factors was discussed during the planning phase. Now it is time to consider behavior in each of these areas of managerial performance. Two things are considered at this time:

- The manager's manner of performance over the last half year.
- How to help the manager learn the best way to approach managerial functions.

To assist in this second consideration, it may be helpful to review the models of performance given in Appendix D.

General Guidelines for Conducting Progress Review Meetings

1. All Progress Review meetings should be *subordinate-centered.* This means that the manager should do most of the talking; describing progress, and raising problems, concerns and developmental needs as they arise. The supervising manager should *listen*.

2. The supervising manager's attitude should be *constructive* and *supportive.* The supervising manager's role in the meetings is to facilitate the work effort.

3. When identifying areas that require improvement, the supervising manager should *focus on the problem,* not the personality. For example, "We need to find a better way to follow up on our referrals," will probably generate more cooperation than "You're a master at passing the buck. All I get are complaints from dissatisfied clients who have been paraded in and out of your office."

4. The supervising manager should *gather information* without making judgments or jumping to conclusions. Rather than accusing or criticizing, all the facts should be obtained and a positive approach should be taken toward correcting any problems or errors.

5. The supervising manager should *emphasize the positive aspects* of the manager's job performance. This is the best way to encourage similar and better accomplishments in the future.

6. Time should be allotted to fully address key *questions, suggestions or concerns* bearing on the manager's overall job situation. The purpose is to develop a positive atmosphere of open communication and mutual problem solving.

7. The supervising manager should keep the manager informed of *the "big picture"*. For example, how is the manager's progress tying into the efforts of others in achieving agency priorities?

8. The progress review session should only be concluded when:
   - Agreement is reached on expected results, action steps and the date for the next scheduled review.
   - Agreement has been reached on what areas need improvement and what must be done, by both parties, to meet the requirements.
   - There has been a resolution of any job-related problems or plans have been developed to resolve them in the near future.
   - Sign-offs have been completed in the appropriate signature box on the back page of the *PMS* form.

Phase 4
Annual Review and Professional Development Plan

Manager and Supervising Manager:

A. Prepare for the Annual Discussion
B. Conduct the Annual Review and Professional Development Plan Discussion
C. Document and Sign-off

**Phase 1   Agency Mission, Goal and
Objective Setting**   (July-August)

Agency Head:
A. Reviews and updates agency's statement of
    mission and goals
B. Finalizes agency's priority objectives for the
    fiscal year
C. Communicates the mission, goals and priority
    objectives to all agency managers

Phase 2   Performance Planning   (August-September)

Manager and Supervising Manager:
A. Establish Individual Priority Performance
    Objectives
B. Discuss Key Performance Factors

**Phase 3   Monitor and Review
Progress**   (February-March)

Manager and Supervising Manager:
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**Phase 4   Annual Review and Professional
Development Plan**   (August-September)

Manager and Supervising Manager:
A. Prepare for the Annual Discussion
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Manager and Supervising Manager:

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Phase 4
Annual Review and Professional Development Plan

Performance Management Issue

While supervising managers have always evaluated their subordinate managers in one manner or another, the use of explicit evaluation criteria represents a departure from random and oftentimes implicit, poorly communicated criteria.

*Among the major performance evaluation techniques that are available, "results-oriented" appraisal has emerged as the prevalent approach for the assessment of the performance of managers in state governments. A major advantage of this type of approach is that it can **reduce the subjectivity** inherent in any performance evaluation system. By using mutually agreed upon job performance criteria, both the manager and the supervising manager use the same yardstick for evaluating the manager's performance.*

The Annual Review and Professional Development Plan phase concludes the annual *PMS* cycle. In this phase, the manager and the supervising manager meet to discuss, sum up, and document the results achieved during the period. The supervising manager makes a judgment on the accomplishment of each objective. The manager's overall manner of performance, in terms of the *key performance factors,* is also discussed and assessed. Finally, the *professional development* of the manager is considered and a plan established for performance improvement and career growth.

The *Annual Review* is conducted to arrive at a fair and accurate evaluation of the manager's performance over the previous year. The *Professional Development Plan* focuses on the future, and steps to be carried out in the upcoming year. Together, the *Annual Review and Professional Development Plan* are structured to provide a sound basis for:

- documenting accomplishment
- recognizing areas of exceptional performance
- improving future performance
- furthering career growth
- making administrative decisions (e.g., salary step increases)

The Annual Review

The **Annual Review** represents an occasion in which communication, motivation and learning should take place. Although performance evaluation is a primary responsibility of the supervising manager, the *Annual Review* should be structured to enable the manager to participate in an accurate assessment of his/her job performance for the period. It also provides a guide for planning professional development.

The outcome of the *Annual Review* is documented on the *Annual Review* page of the *PMS* form. This will be discussed further in section B, below.

As the manager and supervising manager discuss the achievement of objectives and the manner of performance, they may wish to talk about professional development at the same time, or after the annual review discussion.

The Professional Development Plan

A primary focus of the *PMS* is to develop and improve managerial performance. In order to develop and improve performance, the following must occur:

1. The manager must become aware of potential areas for career growth.

2. The manager must consider how best to maintain current managerial and professional skills.

3. The manager must become aware of areas of job performance requiring improvement.

4. The manager must make a commitment to career growth and performance improvement.

5. A **Professional Development Plan** must be established.

6. Progress toward planned career growth and performance improvement must be monitored.

Constructive planning for professional development is a continuous process which begins at the time of the *Annual Review* and is carried out during the following performance period.

The *Professional Development Plan* is documented on the page of the *PMS* form with that heading. The career growth aspect of the plan is recorded in the top section of that page and the corrective action steps required to remedy performance weaknesses are noted in the bottom section. This will be discussed further in section B below.

A. Prepare for the Annual Discussion

A meeting date should be scheduled well in advance, for a time mutually acceptable to both parties when they are alert and can meet without being disturbed. If possible, the supervising manager should choose a meeting place that is "neutral" territory (e.g., a conference room). The supervising manager should also ensure that there is sufficient space to spread papers out and that the room is comfortable.

Prior to the first meeting, all performance data accumulated during the period should be compiled and *individually reviewed* by both the manager and supervising manager. The manager should provide the supervising manager with whatever information is needed to evaluate performance on the objectives and the key performance factors. Both parties should come to the first meeting with their own factual assessment of where performance expectations have been met, exceeded, or not met, and the reasons why.

Traditionally the supervising manager has prepared this assessment. Under PMS it is especially important that the manager prepare a *self-assessment of his/her own performance over the year*. This reflects the responsibility of the manager for this performance, and fosters learning through observing the results of one's own efforts. The manager should also think carefully about ways of improving performance in the future, career goals, and related growth opportunities.

Initial Assessments

The manager should be provided with a copy of the *PMS* form to *assess his/her own performance*, both against objectives and on the key performance factors, and to draft a suggested professional development plan. When the manager has completed this, it is returned to the supervising manager for review prior to the first meeting.

Similarly, the supervising manager should record *preliminary assessments* and ideas for the professional development of the manager on a *copy* of the *PMS* form to use as a reference at the the first meeting.

Since both parties use the same basis for evaluating performance, there should be substantial agreement on these assessments. Where viewpoints differ, it is important that these areas be recognized and discussed in a give-and-take fashion at the meeting. *The supervising manager should not reach a conclusive decision on the assessments prior to the meeting.*

Thus both the manager and the supervising manager prepare by individually reviewing and considering the manager's:

- Performance against objectives
- Manner of performance on key factors
- Professional development

Step 1.
Individually Review the Results of Performance

When good performance objectives have been established and tracked closely during the period, reviewing the performance results is relatively easy. Actual results are simply compared against the priority performance objectives. From this comparison, the *level of accomplishment* on each of the objectives can be determined.

Prior to the *Annual Review*, the manager and supervising manager should each review the performance data and determine the level of accomplishment for each performance objective. The supervising manager uses the self-assessment submitted by the manager as one primary source of information.

Each objective can be placed into one of the following categories based on the level of accomplishment:

Objectives Exceeded

There's no doubt here. These objectives not only were achieved, but exceeded. The performance data clearly show this. For example:

One of Susan's priority objectives for the period was to reduce the average response time to service requests by 15% this fiscal year.

A final tabulation of the average for the year indicates that response time was actually reduced by 25%! This represents a significant accomplishment.

Objectives Accomplished

Dave set a tough objective for himself: to reduce citizen complaints by 10% this fiscal year. He was able to reduce citizen complaints by 10.2% during the performance period. This objective was clearly met.

Objectives Not Accomplished

There is no argument about these objectives either. They clearly have not been achieved, as the results indicate. For example:

Joan had agreed to increase client population contacts by 20% this fiscal year.

For a combination of reasons which will be discussed at the annual review meeting, this objective was not achieved. The final computation showed that contacts had only increased by 9%.

Objective Achievement Uncertain

After reviewing all the data, there may be uncertainty as to whether an objective has been reached. For example:

George, who manages a team of highway engineers, has as his objective, to increase lane mileage resurfaced by 5% in his service region. He was successful in increasing the total lane mileage re-surfaced compared to last year, but there was also an increase in the number of defects identified during final inspection.

The question is: Has George met his ob-jective? Can he be credited for his increased production even though it increased the number of defects encountered upon standard inspection? In this situation there is no way to tell, because the objective was poorly written in the first place. One way to approach this situation is to credit the manager with achievement of the objective, but to note the increased number of defects in the comments section on the back of the PMS form.

Unanticipated Accomplishments

Unanticipated accomplishments and con-tributions may also be documented during this review. It may be that such contribu-tions, although not planned, are very significant, and should be a topic of discus-sion at the *Annual Review*.

It now has been determined what results have been achieved. Next, the manner of performance in achieving the results must be assessed.

Step 2.
Individually Review the Manner of Performance on Key Performance Factors

In this second stage of preparation the manager and supervising manager reflect over the entire performance period to assess the manager's performance on each of the **Key Performance Factors**.

Performance on a factor should be deemed **satisfactory** when either:

- expectations established during the performance planning meeting were met, or
- the manager regularly exhibited generally accepted levels of performance. Appendix D is a guide to the types of behaviors important for success on the key performance factors, and a model for their effective performance.

In making these assessments, it is important to focus only on *performance and actions* and avoid trying to interpret intentions or judge personality traits. It is critical that the supervising manager be able to give concrete examples of skill and behavior (both positive and negative) at the annual review meeting, to substantiate the evaluation. Especially if the supervising manager feels the manager's performance is unsatisfactory, he/she must be explicit in documenting why the performance is not satisfactory. As a result of this individual review, both the manager and supervising manager should have specific examples of significant accomplishments, and critical incidents or situations which occurred during the period, to support the assessment.

For the reasons presented earlier, it is beneficial for the manager to make a *self-assessment* on the *Key Performance Factors* and to be prepared to discuss performance in these areas.

Step 3.
Individually Consider the Manager's Professional Development

In this final stage of individual preparation, the manager and the supervising manager should each be thinking about the **Professional Development Plan** that will be jointly established following the Annual Review. The plan must help the manager to do three things:

- Prepare for career growth in the agency.
- Further develop strengths.
- Improve performance in weak areas.

The primary responsibility for shaping this plan rests with the manager, with the supervising manager providing guidance and support.

The manager should begin with a self-assessment of performance, both against objectives and on the key performance factors. This will help identify the more obvious areas of strength and weakness. Additional areas, of course, may be revealed during the actual annual review. This can lead the manager to consider ways to further develop or maintain strengths and to improve in weak areas.

Next the manager should consider future career directions and formulate a set of career goals in state service. These goals should be explored with the supervising manager before the plan can be finalized.

The career goals should be used to identify appropriate development strategies for their attainment. This involves seeking out and identifying opportunities for developing managerial capabilities.

There are a number of commonly used development strategies. Each should be considered in light of the manager's strengths, weaknesses, and career goals. Based on these considerations, the manager should draft a *tentative* Professional Development Plan in this section of the PMS form which will be submitted to the supervising manager prior to the annual review.

The supervising manager should be prepared to explain the various career options that may be opening in the future so that a sound professional development plan can be established. Also, the supervising manager should be prepared to help with the arrangements necessary to carry out the plan finally agreed upon.

The various types of professional development strategies which might be included in the plan are briefly described on the next page.

On - the - Job Training

What types of job-related experiences would be useful in helping the manager to develop necessary knowledge, skills, abilities and personal characteristics?

State Agency Training

Many agencies have extensive training programs which could be shared by managers across agencies. Schedules of such activities are available. Usually these courses are free to all participants. The Department of Personnel Administration offers several management development programs. Additional information may be obtained from the agency's training officer.

Academic Courses

Programs at colleges and universities often include courses in the various components of management development. Public institutions in Massachusetts may offer such courses to state managers on a tuition remission basis.

Planned Work Experience

This is close to on-the-job training experience, but provides the opportunity for accelerated development. This is actual hands-on experience, through planned work assignments, such as job rotation or special projects.

External Training

Workshops, seminars, and conferences are offered by many outside organizations. Since some of these programs are costly, training should be carefully tailored to meet individual needs.

Professional Affiliations

Active membership in professional organizations provides many managers with a vehicle to stay current in various content areas, to build and maintain contacts with peers in other organizations, and to serve their profession and the community as well.

Coaching

Coaching is the most effective technique for developing a manager's specific skills within his/her functional area. All supervising managers are expected to provide coaching to develop their managers.

Group Activities

These include direct contact with administrators within the agency, participation on task forces, group brainstorming/problem-solving sessions, or relatively short-tenure "assistance to" jobs.

Personal Reading

Each manager should develop a list of pertinent, job-related books, articles, or audio/video tapes to use for self-development.

Step 4
Arrange the Meeting

At least a week before the meeting, the supervising manager should set a time and location for the meeting. An agenda is prepared and should be shared with the manager. The basic topics to be addressed are:

- performance against objectives
- key performance factors
- improving performance and professional development

B. Conduct the Annual Review and Professional Development Plan Discussion

To achieve its purpose, this discussion must be structured to encourage both the manager's active participation, and the supervising manager's concrete feedback on the manager's job performance.

The manager's professional development should be considered at the same time as the annual review of performance. The supervising manager can bring the two topics along together in one discussion, using the annual review to suggest areas for professional development.

Following are guidelines for conducting a successful discussion, of the type which allows the manager and supervising manager to communicate with understanding, to learn from each other, and to feel comfortable in this portion of the *PMS* cycle.

Step 1
Begin the Discussion

The supervising manager should begin the discussion by:

- Reviewing the purpose of the meeting, his/her expectations and the amount of time set aside.
- Explaining the benefits of having a good discussion.
- Finding out how the manager feels about the *Annual Review*.

Step 2.
Review Performance

The manager's views of the past year's performance should be actively sought by the supervising manager.

Self-assessment by Manager

The manager should assess his/her own performance first. Usually this will have been accomplished in the self-assessment submitted by the manager. The supervising manager may ask:

"Do you want to elaborate on the material you submitted, or discuss general matters before we get into particulars?"

Supervising Manager's Reaction and Assessment

After the supervising manager understands the manager's views, he/she can share reactions, impressions and views.

"Let me share my views of where we are on the performance objectives."

"We are close to agreement on that point."

"I fully agree with your assessment."

"I don't quite agree with your views on this point."

"Based on this information, I think your planning has been satisfactory. What are your thoughts?"

Reacting to the manager's self-assessment gets the supervising manager out of the role of judge and into the role of coach or helper.

Moreover, the manager will have substantive input. This should be sought and discussed by the supervising manager. For example:

"On the sixth objective, tell me a little more about this, since my evaluation is a little different."

The supervising manager can take this opportunity to help the manager learn from his/her own accomplishments. For example:

"You were behind on objective number four at the progress review and you ended up ahead of schedule. Could you tell me about what you tried that worked and what didn't?"

Step 3.
Jointly Consider the Professional Development Plan

The focus now shifts toward identifying ways to improve performance in the future and to promote the manager's professional growth.

Jointly, the manager and the supervising manager consider:

- Performance strengths and weaknesses.
- Avenues for career growth.
- Any *Corrective Action Steps* needed to improve performance.

Identify Performance Strengths and Weaknesses

The assessment of performance over the past period provides the basis for identifying the manager's performance strengths and weaknesses.

The annual review of performance will have identified those *Performance Objectives* which were accomplished or exceeded, and those *Key Performance Factors* on which the manager has met expectations. These represent the manager's areas of *strength.* It is very important to recognize what has been done well, and to build upon this for the manager's professional development. Reinforcement of achievement and positive behavior is essential to help ensure that it will be sustained in the future. Also, people can often most easily build on their strengths for future performance improvement.

The *Performance Objectives* which were *not accomplished* and those *Performance Factors* rated *"Needs Improvement"* will reflect the manager's areas of weakness. Attention must be given to these areas if improvement is to occur in future performance.

Identify Avenues for Career Growth

Using the framework of identified strengths and weakness, the manager's career goals should be considered and discussed. When these goals have been clarified, a *development plan* specifying the development strategies the manager will pursue in the upcoming year can then be agreed upon and established. The career goals may be expressed in terms of responsibilities the manager aspires to assume, both in the short and long term. The developmental strategies committed to should be aimed at promoting the growth necessary to prepare for these responsibilities.

As discussed earlier, the manager should take the initiative in proposing developmental strategies for professional growth. Prior preparation is therefore essential. The supervising manager should provide the guidance and coordination necessary to make the proposed plan work.

For example, if it is anticipated that the manager will be taking on new responsibilities, such as leading task force meetings, then developmental strategies such as attending workshops in "Conducting Effective Meetings" and "Team Building" might be proposed and subsequently acted upon.

Likewise, developmental strategies can be planned to build capabilities in areas which have not been stressed in the past, but will be needed in light of career goals.

The developmental strategies agreed upon could also serve to allow the manager to further develop in an area of identified strength. This may allow the manager to realize his/her full potential, or may serve to keep the manager at the "cutting edge" of a fast changing field of knowledge, such as is found in many professional areas.

Specify Any Corrective Action Steps Needed to Improve Performance

Based on the identified areas of performance weakness, immediate *corrective action steps* to rectify serious performance deficiencies should be discussed and understood. Sometimes just awareness of the deficiency will be enough to encourage improvement in the future. In other cases, specific remedial actions should be planned.

Corrective action steps should focus primarily on the short term and current accountabilities which are not being met.

In areas of major deficiency, corrective action steps could lead to the establishment of an action plan with specific milestones. Also, improvement efforts which will be a priority during the next year may be the basis for a specific problem solving/improvement objective in next year's performance plan.

Step 4.
Conclude the Discussion

Once a final determination has been made on the level of accomplishment of each objective and whether each Key Performance Factor has been performed in a satisfactory manner, and the Professional Development Plan has been discussed, the meeting should be concluded. If necessary, the supervising manager and manager may decide that another meeting is necessary in order to finalize their conclusions, and plans for the future. In either case, it is important for both parties to put the entire discussion into perspective by summarizing the discussion and their feelings. For example:

"Overall I feel good about what we accomplished today. We were in full agreement on the levels of accomplishment on the objectives. We had a few differences about the specific performance factors, but I think they were resolved."

The manager should be encouraged to either lead a summary discussion or respond to the supervising manager's summary.

Summarize the Year's Performance

The supervising manager should determine whether or not the manager's overall performance has been basically satisfactory. This determination should be conveyed to the manager in straightforward terms.

Suggestions for Conducting the Discussion

The following suggestions address some common discussion issues.

Keep the Discussion Moving With Questions

Keeping the discussion moving smoothly from one topic to the next provides natural- ness and ease to the conversation. There are two ways to accomplish this, the direct and indirect approach.

In the *direct approach* the supervising manager actively leads the discussion and does most of the talking. This approach may be necessary for handling difficult situations or for uncommunicative in- dividuals. However, it is recommended that the indirect method be utilized whenever possible.

The *indirect approach* uses a series of questions to draw out information, ideas, and feelings that have not been expressed or volunteered. The result is better, two-way communication. Effective use of such questions not only helps explore the manager's thinking in greater depth; it also helps the supervising manager:

- To improve interaction with the manager.
- To manage the meeting by redirecting and refocusing the conversation, as necessary.
- To allow the manager to express emotion (positive or negative) that may hinder the review process.
- To listen more attentively since he/she must clearly understand what was said in order to further the discussion.

In Appendix E is a brief summary of the types of questions that can be used in conducting both the Annual and the Progress Review discussions, to improve communication during these meetings. These will be helpful for the supervising manager to read just prior to these discussions.

Discuss Unanticipated Accomplishments

Often a manager may have contributed to the agency in significant ways which were not planned. Such *unanticipated accomplishments* should be discussed during the annual review.

Lead the Discussion to Final Determinations

The give-and-take discussion should lead to a final determination on the level of accomplishment of each objective and whether there has been satisfactory per- formance with regard to each performance factor. Prior to conveying this determination, the supervising manager may wish to adjourn to have time to consider new information or viewpoints raised by the manager. It is important for the supervising manager to let the manager know where he/she stands on each of the performance elements before concluding the discussion.

Deal with Difficult Situations During the Review Discussion

In conducting the *Annual Review* some resistance and/or sensitivity can occur and should be viewed as normal. After all, you may be talking about things that many people find threatening: change, giving up old habits, trying new ways of doing things and getting feedback on difficult issues.

Most of the time, this resistance is easier to deal with when the supervising manager understands the reasons behind it. Therefore, if a manager is angry, hostile, defensive, disinterested, or displays sensitivity to topics such as tenure and age, the supervising manager should be calm and objective. The supervising manager should try to use questions to uncover the reason for the manager's behavior in order to get the meeting focused on constructive performance issues.

Additional suggestions for dealing with difficult situations are given in Appendix F.

Provide Feedback in a Constructive Manner

Often, when an individual gets defensive or becomes angry, it is not because he/she is simply overly sensitive; it can be traced back to how the feedback was given. Some typical mistakes that supervising managers make in giving negative feedback range from using loaded comments such as "lazy," "incompetent," and "you're too aggressive," to imposing their values by saying things such as, "if only you were more like John."

Guidelines for giving constructive feedback are provided in Appendix G to help the supervising manager give feedback more effectively.

C. Document and Sign-off

All that remains to complete the *PMS* Cycle is to complete the documentation of the Annual Discussion. This entails four short steps.

- Document the *Annual Review*
- Record the *Professional Development Plan*
- Make any final comments in the *Comments Section* on the back of the form.
- Sign the *PMS* form.

Each of these is discussed below, with examples of the completed forms.

Step 1.
Document the Annual Review

During the course of the *Annual Review*, the supervising manager should channel the discussion toward a final determination of the assessments as they will appear on the PMS form. The supervising manager may choose to reach a determination after full discussion on each item and document it on the form before moving on to the next item. Alternatively, the supervising manager could postpone final determinations and documentation until discussion of all the items on the form.

In any case, the manager should have the opportunity to review and discuss the final determinations and related comments as they will appear on the final version of the form. before the Annual Review has been concluded.

Indicate Final Determination on the Level of Accomplishment of Each Priority Objective

On the *Annual Review* page of the *PMS* form, the supervising manager marks the appropriate box next to each priority objective, reflecting the final determination on the level of accomplishment. (See the example below.)

Annual Review

At the end of the twelve month period. the manager and supervising manager will meet to determine whether each **priority performance objective** has been accomplished. The supervising manager will also assess. after discussion with the manager. performance in terms of the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Exceeded ▢   Accomplished **X**   Did not Accomplish ▢
Comments _____

_____
_____
_____

2. Exceeded ▢   Accomplished **X**   Did not Accomplish ▢
Comments _____

_____
_____
_____

3. Exceeded **X**   Accomplished ▢   Did not Accomplish ▢
Comments _____

_____
_____

4. Exceeded ▢   Accomplished **X**   Did not Accomplish ▢
Comments _____

_____
_____
_____

5. Exceeded ▢   Accomplished ▢   Did not Accomplish **X**
Comments: _____

_____
_____
_____

Specify Results Achieved and Reasons for Results

In the *Comments* space next to each priority objective number, the supervising manager specifies the actual results achieved and any factors that affected achievement. This space should be used to explain any *extenuating circumstances* which prevented accomplishment, as well as any other comments on performance against the objective.

Extenuating circumstances should be noted wherever the supervising manager determines that a condition beyond the manager's control led to non-accomplishment. (See the example below.)

Annual Review

At the end of the twelve month period, the manager and supervising manager will meet to determine whether each **priority performance objective** has been accomplished. The supervising manager will also assess, after discussion with the manager, performance in terms of the **key performance factors**.

PRIORITY PERFORMANCE OBJECTIVES

1. Exceeded ☐   Accomplished ☒   Did not Accomplish ☐
Comments. <u>Results: 80.1%</u>

2. Exceeded ☐   Accomplished ☒   Did not Accomplish ☐
Comments: <u>Results: New plan went into effect 1/15/86. Now that this client tracking system is in place, it might be used to serve as a performance measure in the future.</u>

3. Exceeded ☒   Accomplished ☐   Did not Accomplish ☐
Comments:· <u>Results: Cost per client was actually reduced to $320. This represents a breakthrough in cost containment. Mr. Stone and his staff are to be commended on their cost reduction efforts over the past year.</u>

4. Exceeded ☐   Accomplished ☒   Did not Accomplish ☐
Comments. <u>Results: 74.5%. Although Mr. Stone fell short of the target a bit, I consider the objective effectively accomplished.</u>

5. Exceeded ☐   Accomplished ☐   Did not Accomplish ☒
Comments: <u>Results: Only 1200 minority persons at outreach meetings this year. The unexpected upturn in the economy resulted in an overall drop in demand for our services. This is a valid reason for not achieving this objective. It should be noted that the proportion of minority attendance at outreach meetings increased over last year's figure.</u>

Indicate Final Determination of Manner of Performance on the Key Performance Factors

In the *Key Performance Factors* component of the *Annual Review,* the supervising manager marks the appropriate box next to each *Key Performance Factor,* indicating whether the performance has been satisfactory. If the factor did not apply to the manager's responsibilities during the period, this should be indicated by marking the third column box.

The *Comments* space at the bottom of the page may be used to expand on a particular area of strength or weakness in the manner of performance. (See the example below.)

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	☒	☐	☐
• Staffing	☐	☒	☐
• Organizing	☒	☐	☐
• Directing & Leading	☒	☐	☐
• Communication of Information	☒	☐	☐
• Interpersonal Skills	☒	☐	☐
• Other Key Performance Factors	☐	☐	☒

Comments: Staffing: Did not hire qualified seasonal personnel. This lead to a major service disruption during a peak period.

Step 2.
Record the Professional Development Plan

The development plan and corrective action steps are both finalized at this point.

The Development Plan

As a result of their discussion of the manager's performance and development, the manager and supervising manager should now finalize a plan for promoting the manager's professional development. This plan may include the manager's participation in training and/or educational programs, or the opportunity to develop new skills through new work assignments.

When agreement has been reached on the specific skills and knowledge which need to be developed and the methods which are to be used, they should be documented in the *Development Plan* section on the *Professional Development Plan* page of the *PMS* form. An example is provided below.

Professional Development Plan

As a result of their discussion of the manager's performance at the annual review, the manager and the supervising manager will develop a plan for promoting the manager's professional growth. This plan can include participation in a training or educational program or the opportunity to develop new skills through new work assignments.

DEVELOPMENT PLAN

Skills and Knowledge to be Developed
1. A broader perspective on state government activities and practices, especially at the Commissioner and Secretariat levels.
2. Approaches to policy analysis and policy formulation. 3. External relations approaches and strategies.

Training/Educational Programs
1. Enrollment in the Tier IV: Executive Development program this fall. 2. Enrollment in the one-day seminar "Disability and Public Policy" at the Shelton Hotel in December. 3. Attendance at the Job Training Association's National Convention in Atlanta in March. (Mr. Stone is an invited speaker and will brief the senior staff, upon return.)

New Work Assignments
1. Mr. Stone is designated to represent the Department on the Executive Office's Policy Committee at the November and December meetings, at which he will assume responsibility for developing a "Disability Rights" policy for the Secretary's approval. 2. He will make a presentation to senior staff on his cost containment efforts during the past period. 3. He will represent the Department in a panel discussion on "Job Training Partnerships" to be broadcast on local television 11/16/86.

Corrective Action Steps

If the manager did not meet one or more of the priority performance objectives, or needs improvement in a key performance factor, the supervising manager should specify the corrective action steps that will be taken by the manager and supervising manager to improve performance. As previously noted, in major areas of deficiency, corrective action steps should lead to the establishment of an action plan with specific milestones which can be monitored over the next performance review period. These action steps should be documented in the *Corrective Action Steps* section of the *Professional Development* page as shown in the example below.

CORRECTIVE ACTION STEPS

If the manager did not meet one or more of the **priority performance objectives,** or needs improvement in a **key performance factor,** the supervising manager should specify the corrective action steps that will be taken by the manager and the supervising manager to improve performance.

1. Mr. Stone will meet weekly with the Department's Personnel Officer during the month of November to be fully briefed on staffing options available.

2. Mr. Stone will attend the workshop on "Selection Interview Approaches" at Johnson College October 25th.

3. Mr. Stone will investigate new sources for recruitment of seasonal hires for the Job Training Program.

Step 3.
Make Final Comments

The *Comments* space on the back of the *PMS* form may be used to record the comments of either party at any time during the *PMS* cycle. For example, either the manager or the supervising manager may wish to comment on significant but unanticipated contributions (as apart from achievements of established priority performance objectives). Also, it is an opportunity for the manager to contest any negative assessments.

At this point, any final comments relating to the *PMS* process may be entered. Either the manager or the supervising manager may wish to comment on the *PMS* process itself, indicate areas of disagreement, or express feelings related to the evaluation. Examples of final comments are given below.

Manager's Comments: (if any)

> I would like to point out an important role I assumed during this past year before Commissioner Corey was appointed. I represented the agency in legislative hearings related to the Job Training Program.

> Overall, I feel that Commissioner Corey provided me with a fair and candid evaluation.

Supervising Manager's Comments: (if any)

> Mr. Stone's service as Regional Chair of the Job Training Association reflects well on his leadership and this agency.

> Mr. Stone has been successful in guiding the Job Training Program to fulfill its purpose during a year when there have been major shifts in the local economy. His cost containment efforts represent a major contribution since stabilizing program costs were an agency priority this year. Other managers have expressed interest in learning about his method in this area.

Step 4.
Sign the Form

As was required for the *Performance Plan* and the mid-year *Progress Review*, the manager and supervising manager should sign and date the appropriate space on the back of the form. The manager's signature does not necessarily imply agreement with the review, but indicates that the *Annual Review* took place and the outcome was shared with the manager.

After the *PMS* form has been signed by the manager and the supervising manager, the supervising manager should give the form to his/her superior for review and signature.

The reviewing manager should review the form, and especially the comments sections, for compliance with the instructions and guidelines expressed in this *Guide*. By signing the *PMS* form the reviewing manager indicates concurrence with both the process and the substance of the evaluation. The reviewing manager should also see that the results reported are consistent with the agency's overall performance.

An example of a signed PMS form is shown below.

program costs were an agency priority and expressed interest in learning about his method in this area.

Signatures

	Performance Plan	Progress Review	Annual Review
Manager	John B. Stone Date 5/28/55	John B. Stone Date 2/21/86	John B. Stone Date 8/19/86
Supervising Manager	Robert Humanity Date 9/28/85	Susan F. Cray Date 2/21/86	Susan F. Cray Date 8/19/86
Reviewing Manager	Michael P. Ardony Date 8/3/85	Michael P. Ardony Date 2/25/86	Michael P. Ardony Date 5/2/86

Step 5.
Complete the Step Increase Form

After signing off on the PMS form, the supervising manager should then complete a Step Increase Form for salary increase purposes. This form notifies the agency personnel office whether the manager should receive his/her next step increase. The supervising manager should inform the manager of the step increase decision simultaneously with the transmittal of the form to the agency personnel office. In this way, the manager has a clear indication of the supervising manager's overall evaluation, especially as it relates to the next annual step increase.

Since the PMS is on a fiscal year cycle and individual anniversary dates occur throughout the year, step increase decisions will be made in advance of the anniversary date and will be based on the most recently completed PMS evaluation.

In the case of satisfactory performance, based on the PMS form completed at the time of the Annual Review, the next salary step should be granted. Unsatisfactory overall performance, as reflected on the PMS form, should result in either denial or delay of the next scheduled step increase unless performance improves sufficiently between the date of the Annual Review and the next step increase date. The basis for determining whether a step increase should be granted after it has been delayed is the satisfactory completion of the Corrective Action Steps jointly developed by the supervising manager and manager to improve performance.

A sample Step increase Form and Instructions are provided in Appendix L. Copies of this form and detailed instructions are available in the agency personnel office.

Renewal of PMS Cycle

Upon completion of the *PMS* form, a date is set for the performance planning meeting for the upcoming fiscal year.

The *PMS* cycle now begins anew. The manager and supervising manager are ready to begin the planning of the next year's work. Their planning is all the easier because they can now build on their efforts of the past year.

Form

Performance Management System Form

Commonwealth of Massachusetts
Performance Management System

Name: _____

Position Title: _____

Agency: _____

Plan Date: _____ Annual Review Date: _____

PURPOSE OF PERFORMANCE MANAGEMENT

- Enable **joint planning and communication** between a manager and a supervising manager on what the manager is expected to accomplish.

- Ensure that a manager's performance is evaluated in terms of **measurable results** as well as how these are achieved.

- Specify clear and explicit **performance measures,** jointly established by the manager and supervising manager, that are objective indicators of whether performance objectives are met.

- Promote **ongoing communication** between a manager and supervising manager concerning what the manager is expected to accomplish, how well the manager is meeting these performance objectives, and what steps need to be taken by the manager and supervising manager to ensure that the objectives are met.

- Identify a plan to promote the manager's **professional development** that can include educational and training opportunities.

- Serve as a basis for the manager's annual step rate salary increase.

- Identify **corrective action** needed to be taken by the manager and the supervising manager in those instances where a manager has not accomplished a performance objective.

- Provide a basis for **recognizing exceptional performance.**

- Improve individual job performance and thereby increase the effectiveness of the agency.

Performance Plan

PRIORITY PERFORMANCE OBJECTIVES

The manager, together with the supervising manager, will list the manager's performance objectives for the next 12 months in order of priority. Care should be taken that each objective states **what** the manager plans to accomplish, identifies one or more **performance measures** to determine whether each objective is accomplished, and specifies the target date for completion. (Attach additional pages, if necessary.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

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4. _____

_____

_____

5. _____

_____

_____

KEY PERFORMANCE FACTORS

Whether a manager can accomplish the performance objectives depends in part on how effectively the manager performs the key managerial functions listed below. A mutual understanding should be reached on expectations in each of these areas. Any specific or important agreements on performance expectations should be recorded below.

PLANNING: _____

_____

STAFFING: _____

_____

ORGANIZING: _____

_____

DIRECTING AND LEADING: _____

_____

COMMUNICATION OF INFORMATION: _____

_____

INTERPERSONAL SKILLS: _____

_____

OTHER KEY PERFORMANCE FACTORS: (define) _____

_____

Progress Review

In addition to informal discussions of progress, the supervising manager and manager should review the progress in meeting the **priority performance objectives** at least once during the 12 month period. The purpose of this discussion is to assess progress against objectives, identify obstacles, determine appropriate actions, and if necessary revise objectives. This session will also be used to assess the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Status: Ahead of Schedule ☐ On Schedule ☐ Behind Schedule ☐

Action steps: _____

_____

_____

_____

2. Status: Ahead of Schedule ☐ On Schedule ☐ Behind Schedule ☐

Action steps: _____

_____

_____

_____

3. Status: Ahead of Schedule ☐ On Schedule ☐ Behind Schedule ☐

Action steps: _____

_____

_____

_____

4. Status: Ahead of Schedule ☐ On Schedule ☐ Behind Schedule ☐

Action steps: _____

_____

_____

_____

5. Status: Ahead of Schedule ☐ On Schedule ☐ Behind Schedule ☐

Action steps: _____

_____

_____

_____

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	☐	☐	☐
• Staffing	☐	☐	☐
• Organizing	☐	☐	☐
• Directing & Leading	☐	☐	☐
• Communication of Information	☐	☐	☐
• Interpersonal Skills	☐	☐	☐
• Other Key Performance Factors	☐	☐	☐

Comments: _____

_____

_____

_____

Annual Review

At the end of the twelve month period, the manager and supervising manager will meet to determine whether each **priority performance objective** has been accomplished. The supervising manager will also assess, after discussion with the manager, performance in terms of the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Exceeded ☐   Accomplished ☐   Did not Accomplish ☐

Comments: _____

_____

_____

2. Exceeded ☐   Accomplished ☐   Did not Accomplish ☐

Comments: _____

_____

_____

3. Exceeded ☐   Accomplished ☐   Did not Accomplish ☐

Comments: _____

_____

_____

4. Exceeded ☐   Accomplished ☐   Did not Accomplish ☐

Comments: _____

_____

_____

5. Exceeded ☐   Accomplished ☐   Did not Accomplish ☐

Comments: _____

_____

_____

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	☐	☐	☐
• Staffing	☐	☐	☐
• Organizing	☐	☐	☐
• Directing & Leading	☐	☐	☐
• Communication of Information	☐	☐	☐
• Interpersonal Skills	☐	☐	☐
• Other Key Performance Factors			

Comments: _____

_____

_____

_____

Professional Development Plan

As a result of their discussion of the manager's performance at the annual review the manager and the supervising manager will develop a plan for promoting the manager's professional growth. This plan can include participation in a training or educational program or the opportunity to develop new skills through new work assignments.

DEVELOPMENT PLAN

Skills and Knowledge to be Developed _____

_____

_____

_____

_____

_____

Training/Educational Programs _____

_____

_____

_____

_____

_____

New Work Assignments _____

_____

_____

_____

_____

_____

CORRECTIVE ACTION STEPS

If the manager did not meet one or more of the **priority performance objectives,** or needs improvement in a **key performance factor,** the supervising manager should specify the corrective action steps that will be taken by the manager and the supervising manager to improve performance.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Manager's Comments: (if any)

Supervising Manager's Comments: (if any)

Signatures

	Performance Plan	Progress Review	Annual Review
Manager	Date:	Date:	Date:
Supervising Manager	Date:	Date:	Date:
Reviewing Manager	Date:	Date:	Date:

Commonwealth of Massachusetts
Performance Management System

Name: _____

Position Title: _____

Agency: _____

Plan Date: _____ Annual Review Date: _____

PURPOSE OF PERFORMANCE MANAGEMENT

- Enable **joint planning and communication** between a manager and a supervising manager on what the manager is expected to accomplish.
- Ensure that a manager's performance is evaluated in terms of **measurable results** as well as how these are achieved.
- Specify clear and explicit **performance measures,** jointly established by the manager and supervising manager, that are objective indicators of whether performance objectives are met.
- Promote **ongoing communication** between a manager and supervising manager concerning what the manager is expected to accomplish, how well the manager is meeting these performance objectives, and what steps need to be taken by the manager and supervising manager to ensure that the objectives are met.
- Identify a plan to promote the manager's **professional development** that can include educational and training opportunities.
- Serve as a basis for the manager's annual step rate salary increase.
- Identify **corrective action** needed to be taken by the manager and the supervising manager in those instances where a manager has not accomplished a performance objective.
- Provide a basis for **recognizing exceptional performance.**
- Improve individual job performance and thereby increase the effectiveness of the agency.

Performance Plan

PRIORITY PERFORMANCE OBJECTIVES

The manager, together with the supervising manager, will list the manager's performance objectives for the next 12 months in order of priority. Care should be taken that each objective states **what** the manager plans to accomplish, identifies one or more **performance measures** to determine whether each objective is accomplished, and specifies the target date for completion. (Attach additional pages, if necessary.)

1. _____

_____

_____

2. _____

_____

_____

3. _____

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4. _____

_____

_____

5. _____

_____

_____

KEY PERFORMANCE FACTORS

Whether a manager can accomplish the performance objectives depends in part on how effectively the manager performs the key managerial functions listed below. A mutual understanding should be reached on expectations in each of these areas. Any specific or important agreements on performance expectations should be recorded below.

PLANNING: _____

_____

STAFFING: _____

_____

ORGANIZING: _____

_____

DIRECTING AND LEADING: _____

_____

COMMUNICATION OF INFORMATION: _____

_____

INTERPERSONAL SKILLS: _____

_____

OTHER KEY PERFORMANCE FACTORS: (define) _____

_____

Progress Review

In addition to informal discussions of progress, the supervising manager and manager should review the progress in meeting the **priority performance objectives** at least once during the 12 month period. The purpose of this discussion is to assess progress against objectives, identify obstacles, determine appropriate actions, and if necessary revise objectives. This session will also be used to assess the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Status: Ahead of Schedule □   On Schedule □   Behind Schedule □

Action steps: _____

_____

_____

_____

2. Status: Ahead of Schedule □   On Schedule □   Behind Schedule □

Action steps: _____

_____

_____

_____

3. Status: Ahead of Schedule □   On Schedule □   Behind Schedule □

Action steps: _____

_____

_____

_____

4. Status: Ahead of Schedule □   On Schedule □   Behind Schedule □

Action steps: _____

_____

_____

_____

5. Status: Ahead of Schedule □   On Schedule □   Behind Schedule □

Action steps: _____

_____

_____

_____

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	□	□	□
• Staffing	□	□	□
• Organizing	□	□	□
• Directing & Leading	□	□	□
• Communication of Information	□	□	□
• Interpersonal Skills	□	□	□
• Other Key Performance Factors	□	□	□

Comments: _____

_____

_____

_____

Annual Review

At the end of the twelve month period, the manager and supervising manager will meet to determine whether each **priority performance objective** has been accomplished. The supervising manager will also assess, after discussion with the manager, performance in terms of the **key performance factors.**

PRIORITY PERFORMANCE OBJECTIVES

1. Exceeded □   Accomplished □   Did not Accomplish □

Comments: _____

_____

_____

2. Exceeded □   Accomplished □   Did not Accomplish □

Comments: _____

_____

_____

3. Exceeded □   Accomplished □   Did not Accomplish □

Comments: _____

_____

_____

4. Exceeded □   Accomplished □   Did not Accomplish □

Comments: _____

_____

_____

5. Exceeded □   Accomplished □   Did not Accomplish □

Comments: _____

_____

_____

KEY PERFORMANCE FACTORS

	Satisfactory	Needs Improvement	Does Not Apply
• Planning	□	□	□
• Staffing	□	□	□
• Organizing	□	□	□
• Directing & Leading	□	□	□
• Communication of Information	□	□	□
• Interpersonal Skills	□	□	□
• Other Key Performance Factors	□	□	□

Comments: _____

_____

_____

_____

Professional Development Plan

As a result of their discussion of the manager's performance at the annual review the manager and the supervising manager will develop a plan for promoting the manager's professional growth. This plan can include participation in a training or educational program or the opportunity to develop new skills through new work assignments.

DEVELOPMENT PLAN

Skills and Knowledge to be Developed _____

_____

_____

_____

_____

_____

Training/Educational Programs _____

_____

_____

_____

_____

_____

New Work Assignments _____

_____

_____

_____

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_____

CORRECTIVE ACTION STEPS

If the manager did not meet one or more of the **priority performance objectives,** or needs improvement in a **key performance factor,** the supervising manager should specify the corrective action steps that will be taken by the manager and the supervising manager to improve performance.

_____

_____

_____

_____

_____

_____

_____

Manager's Comments: (if any)

Supervising Manager's Comments: (if any)

Signatures

	Performance Plan	Progress Review	Annual Review
Manager	Date:	Date:	Date:
Supervising Manager	Date:	Date:	Date:
Reviewing Manager	Date:	Date:	Date:

Appendices

Appendix A   Mission Development Guide

The following questions are designed to guide development or revision of an overall statement of mission for an agency.

1. What business are we in? Why do we exist?

2. Who are our primary and secondary customers. clients. or users?

3. What are our principal products and services?

4. What are our principal program categories and service outlets?

5. What is different about our business from what it was 5-10 years ago?

6. What will or should be different about our business 5-10 years in the future?

7. What are our principal economic concerns or interests?

8. What are our principal sources of funding (revenue. grants, appropriations. etc.)?

9. What philosophical issues are important to our organization (related to organization image. leadership in the profession or community. environment. political factors. affirmative action. innovation or risktaking. state-of-the-art. quality. timeliness. organizational structure. management approach. administrative practices. etc.)?

10. What special considerations do we have in regard to:
    a) Legislative bodies and constitutents?
    b) Parent organization?
    c) Employees?
    d) Customers. clients and users?
    e) Suppliers?
    f) General Public?
    g) Others (specify)?

Appendix B   Individual Performance Objectives: Development Guide and Case Study

A manager's performance objectives should be established in those areas where the manager's performance will count the most in the upcoming period. These key results areas can be identified from a review of higher level management's objectives and plans, and a review of the manager's position accountabilities. Once the key results areas have been determined, the most appropriate measures of effective job performance in these areas should be specified. The measures, then, provide the basis for setting the priority performance objectives.

By carefully thinking through the manager's contributing role in the agency, meaningful and action-oriented performance objectives can be established each performance period.
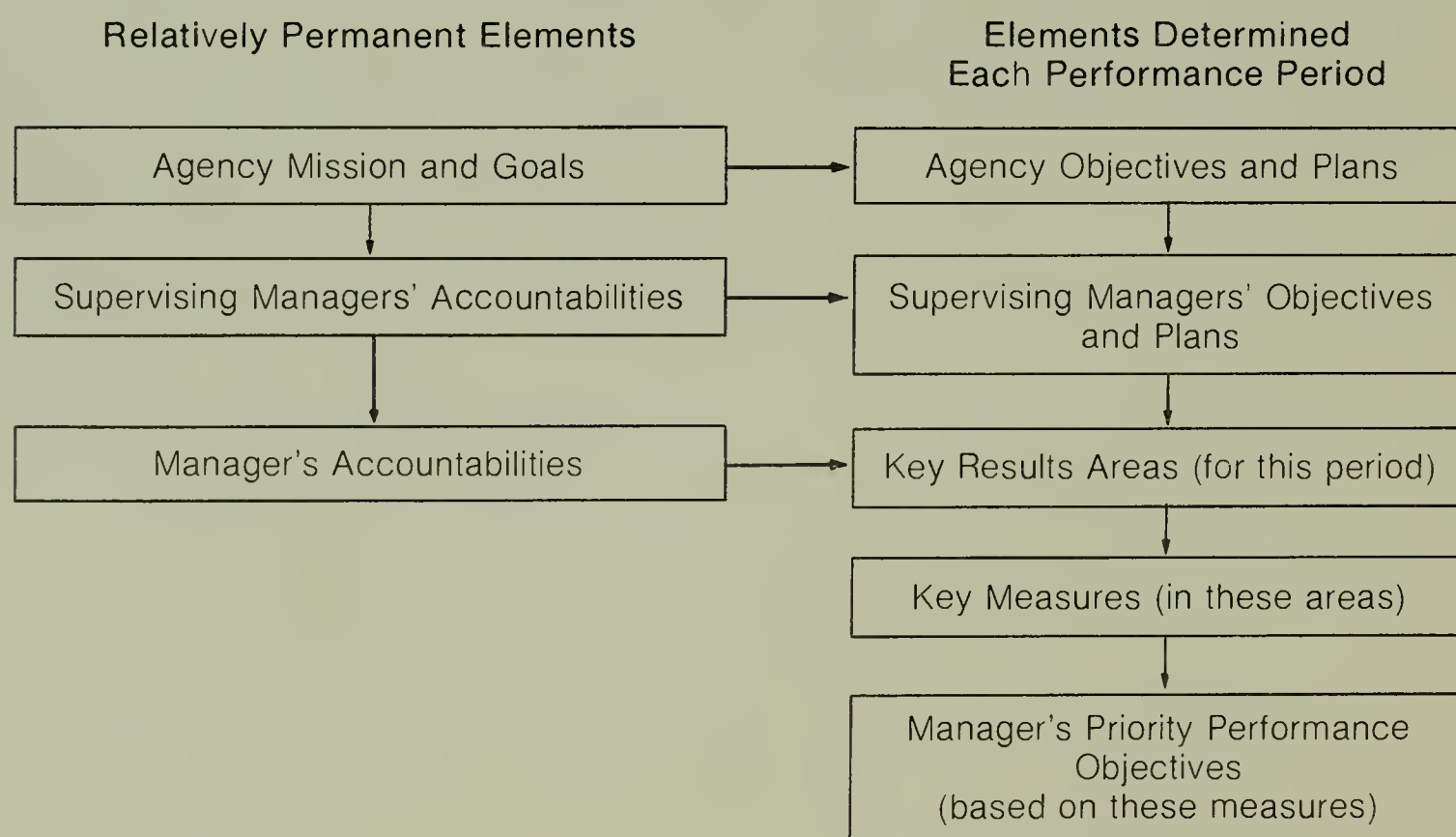
Establishing performance objectives can be done with a simple five step process:

1. Review higher-level management's objectives and plans
2. Review manager's principal accountabilities
3. Identify key results areas for the upcoming period
4. Specify key measures of performance in these areas
5. Establish performance objectives for these measures

Each step requires individual preparation followed by joint discussion between the manager and supervising manager. An abbreviated example is given in the following pages.

The interrelationships among the major individual and agency planning statements are summarized in the diagram below.

Development of Individual Performance Objectives

Relatively Permanent Elements	Elements Determined Each Performance Period
Agency Mission and Goals	Agency Objectives and Plans
Supervising Managers' Accountabilities	Supervising Managers' Objectives and Plans
Manager's Accountabilities	Key Results Areas (for this period)
	Key Measures (in these areas)
	Manager's Priority Performance Objectives (based on these measures)

The Example of Deputy Commissioner John Stone

The description below gives an overview of the job duties of a hypothetical Deputy Commissioner.

Example:

John Stone is one of four Deputy Commissioners of the Department of Employment Development. He heads a division. composed of two bureaus. with a combined staff of 20 professional/administrative level and 15 clerical level employees. His primary responsibility is overseeing the administration of the Job Training Program. This program is designed to provide unemployed clients meeting special eligibility criteria. with subsidized on-the-job training opportunities with participating employers. The program is presently budgeted at $5.2 million. 40% of which is from federal grants.

The statements from the "principal accountabilities" section of this Deputy Commissioner's *Management Position Questionnaire* (MPQ) are shown below. Note that these are related to the Commissioner's assignments. but are worded to reflect the ongoing accountabilities of the position.

Accountability Statements on John Stone's MPQ

1. Timely and effective placement of eligible clients within subsidized on-the-job training positions, offered by employers in growth industries.
2. Cost efficiency in the delivery of the Job Training Program services.
3. Client and employer satisfaction with Job Training Program services.
4. Increased public awareness of the Job Training Program, especially in high unemployment areas and in minority communities.
5. Well planned program operations, including substantiated budget and federal grant proposals and subsequent spending plans.
6. Compliance by Division personnel with their administrative functions as part of the agency (e.g., compliance with EEO/AA guidelines).
7. Timely response to special requests for assistance from the Commissioner.

Development of Mr. Stone's Priority Performance Objectives

Assume that Mr. Stone and his supervisor have reviewed the agency's mission, goals and objectives, his supervising manager's priority objectives, and his own principal accountabilities, as described on the previous page.

The next step is to decide upon the key results areas for the upcoming year. In this example Deputy Commissioner Stone and his supervising manager might decide to concentrate on the following seven areas, each related to an accountability:

1. Client Placement
2. Cost Containment
3. Client/Employer Satisfaction
4. Public Awareness
5. Operational Planning
6. Division Administration
7. Assistance to Commissioner

This list need not encompass all aspects of the job, but only the critical "high-payoff" areas where priority effort must be directed. Generally one, two or three words will suffice to convey the focus of concern. A list of five to eight such areas would be normal for most managers.

Consider one key results area: client placement. In order to write an objective in this area, Mr. Stone must consider various ways to measure performance.

Mr. Stone and his supervising manager may agree upon the following two key measures which appear to be the best indicators of performance in this area:

- Percentage of eligible clients placed in OJT positions within two months of referral.
- Implementation of a plan for receiving employer feedback to track progress of specific clients.

Mr. Stone would write priority performance objectives using these measures. After considering the present level of performance and the proposed achievement levels, they may establish the following two objectives:

- To increase the annual average percentage of eligible clients placed in OJT positions within two months of referral from its present 70% to 80% in FY '86.
- To develop and implement a plan for receiving employer feedback on the progress of specific clients by 1/15/86.

Development of Action Plans for
One of Mr. Stone's Objectives

Well constructed action plans will assist managers in thinking about, and carrying out, some of their Priority Performance Objectives. Action plans map the path to the achievement of an objective. Although they are not part of the documentation required in PMS, they may be useful in performance planning. Action plans help managers to:

- estimate costs and other resource commitments needed to achieve an objective
- determine "on paper" the feasibility of an objective, and the possible contingencies which might affect the accomplishment of an objective
- consider how to best deploy resources to accomplish the objective
- review progress on the objective against a planned timetable.

Action plans typically include:

- the statement of the objective
- a brief statement of each action step (key activities and events) which must take place to reach the objective
- an assignment of the person or group responsible for each action step
- a completion date for each action step.

Action plans should provide for the acquisition of additional resources beyond existing levels, if necessary, as well as for the deployment of available resources.

On the next two pages are examples of action plan formats for one of Mr. Stone's objectives.

Action Plan Example 1.

Performance Objective: To develop and implement a plan for receiving employer feedback on the progress of specific clients by 1/15/86			
Action Steps	Person Responsible	Planned Completion Date	Actual Completion Date
1. Appoint appropriate Bureau Coordinator and staff to carry out project	J.S.	8/15	
2. Draft plan completed	Coordinator	9/15	
3. Plan approved with necessary changes	J.S.	9/30	
4. Pilot test and evaluation of two employers completed	Coordinator	11/15	
5. Staff briefed on final plan and internal procedures	Bureau Chief	12/15	
6. Full implementation begins	Bureau Chief	1/15	

Action Plan Example 2.

Performance objective. To develop and implement a plan for receiving employer feedback on the progress of specific clients by 1/15/86

Responsible Person \ Dates	8/85	9/85	10/85	11/85	12/85	1/86	2/86
J.S.	Project Staff coordinator appointed	Plan Approved					
Coordinator		Draft Plan completed		Pilot Test completed			
Bureau Chief					Staff briefed	Full implementation	

Appendix C   Sample Performance Objectives

Further examples of the three major types of individual performance objectives discussed under Phase 2 are provided below. Several of these sample objective statements are based on actual performance objective statements of managers in a New York City agency which employs an approach very similar to *PMS*.

Maintenance Objectives

- To ensure that at least 95% of managerial contracts are submitted by March 31, 1986.

- To continue providing weekly information updates on telephone information service throughout FY '86.

- To ensure that the annual statistical report on client service evaluations is produced by June 30, 1986.

- To ensure that the Division's average monthly absence rate for FY '86 does not exceed 4.0.

- To ensure that quarterly fire drills are conducted at all HRA locations during FY '86.

- To ensure that at least one employee is trained in CPR at all HRA locations by June 30, 1986.

- To ensure that 95% of all payroll checks are distributed on schedule in FY '86.

- To ensure that staff maintains a minimum of twice-a-month contact with the "top 100" intensive case clients during FY '86.

- To maintain an annual average response time to outside inquiries of 4 business days in FY '86.

- To maintain compliance with minimum standards provided in Federal Grant 702-86 during FY '86.

The use of maintenance objectives should be restricted to specifying a standard of performance in a *critical* area which must be sustained in the upcoming performance period.

Problem Solving/Improvement Objectives

- To reduce turnaround time on approval of medical releases from an average of two months to an average of three weeks in FY '86.

- To increase the percent of clients re-united with their children under the XYZ program, from its present 4.03% to 6% in FY '86.

- To reduce the annual total of paid overtime hours by 25% in FY '86 without reducing efficiency of operation.

- To reduce the monthly percentage of cases found to be poorly maintained or lost from the current rate of 15% to 10% by April 1, 1986, as shown by monthly post audit.

- To increase the annual percentage of clients reporting satisfaction with living arrangements per the ABC evaluation form from its present 70% to 80% in FY '86.

- To increase the percentage of persons with employment goals who are employed 9 months after intake from its present 70% to 80% in FY '86.

- To reduce the annual percentage of repair comebacks from its present 10% to 7% in FY '86.

- To develop and submit agency rec-ommendations for amendment of the Dreyfus Act by November 15, 1985.

Innovative Objectives

- To conduct and evaluate a two-month trial of the ABC data-base management system in the Fiscal Planning Bureau by March 30, 1986.

- To institute an employee suggestion awards program within the Division comporting with Executive Office Guidelines by January 15, 1986.

- To develop and submit a program plan for implementing Section 5A of Chapter 500 by October 15, 1985.

- To develop and establish a two-day orientation program for new hires, effective December 1, 1985.

- To establish a new system for tagging cars without stickers on agency parking facilities by January 1, 1986.

- To gather and propose at least one new idea for productivity improvement in the Division each quarter during FY '86.

Appendix D   Key Performance Factors

Key Performance Factors have two principal purposes in the *Performance Management System:*

- They explain the universal functions of a manager.
- They expand the performance evaluation to consider the manner of performance of the *manager's whole job.*

Performance Factors are required in the evaluation because *how* the objectives are achieved is important. apart from whether the objectives are achieved.

The Performance Factors describe how managers should (and do) perform their work. Managers do not necessarily perform all of these functions each day. In terms of relative importance. different jobs and different managers may rely more on one function than another. However. with very few exceptions. each manager will perform each of these managerial functions at some time in the course of his or her work. Therefore. the supervising manager and manager should discuss the relationship of these *Key Performance Factors* to the manager's overall objectives and job responsibilities at the performance planning meeting. This discussion should be updated as necessary in the progress review meetings.

Examples of satisfactory and superior performance for each Key Performance Factor are given on the following pages.

Planning

- Defining work unit objectives that are consistent with assigned goals and missions and their relative priorities.

- Determining all foreseeable constraints on approaches to achieving the objectives.

- Mapping out a path to the achievement of each objective in terms of a series of intermediate steps which are feasible within the foreseeable constraints.

- Specifying the products or results needed from each intermediate step for use in monitoring progress toward each objective.

- Identifying needed resources and specifying the steps necessary to obtain them.

- Constructing a budget according to organization procedures, planned availability and use of resources, and relative priorities of work unit objectives.

- Sequencing the steps and timing the paths to all of the work unit's objectives to avoid workload bottlenecks and to ensure maximum progress toward all objectives.

- Coordinating the steps involved in obtaining needed resources with the timetables of the plans in which the resources will be needed.

- Specifying actions to be taken to deal with foreseeable contingencies.

Organizing

- Assigning members of the work unit roles in achieving each work unit objective in a manner consistent with their position descriptions and capabilities.

- Establishing procedures to ensure adequate vertical and lateral communication to coordinate activities within and between work units, and to monitor progress toward objectives.

- Delegating levels of authority to subordinates consistent with their assigned levels of responsibility.

- Restricting spans of control of subordinate managers/supervisors to manageable levels.

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- Delegating levels of authority to subordinates consistent with their assigned levels of responsibility.

- Restricting spans of control of subordinate managers/supervisors to manageable levels.

Staffing

- Adhering to organizationally prescribed procedures and policies (e.g.. equal employment opportunity and affirmative action) for filling vacancies in existing and newly-created positions and in granting promotions.

- Initiating staffing actions in time to avoid work delays due to personnel shortages.

- Ensuring that subordinates obtain on and off-the-job training and development adequate to reach and maintain at least the level of competency required by their jobs.

- Developing. utilizing. and maintaining position descriptions sufficiently accurate so that staffing positions with under or over-qualified personnel is avoided.

- Monitoring sick leave usage in accordance with established policy.

- Monitoring other leave usage. including "off the payroll" use.

- Selecting the best qualified candidates for hiring and promotion.

- Minimizing hiring of provisional personnel.

Directing and Leading

- Coordinating the work activities of subordinates.

- Eliciting subordinates' input into decisions that affect their work.

- Resolving conflicts among subordinates in a fair and equitable manner.

- Giving regular and frequent feedback to subordinates about their performance.

- Giving subordinates appropriate levels of autonomy — not doing their jobs for them or allowing them to act in areas beyond their competence or authority.

- Setting clear. explicit. and fair standards of performance and communicating these to subordinates.

- Evaluating subordinates' performance accurately and in accordance with administrative procedures and schedules.

- Enforcing rules. regulations. and procedures consistently and fairly according to legislative mandate and agency policy.

- Managing leave to ensure that sufficient personnel are present at all times to perform assigned tasks.

Directing and Leading (continued)

- Training or otherwise informing subordinates on the objectives and policy of the work unit.

- Giving regular, constructive feedback to subordinates that challenges them to improve rather than discourages them.

- Monitoring the status of the intermediate steps in the path to the work unit's objectives through the use of appropriate control techniques.

- Anticipating and identifying deviations, trends, and upcoming obstacles that will deter or delay the achievement of intermediate milestones in time to take corrective action.

- Determining both the sources of slowdowns in progress toward the work unit's objectives, and the necessary actions to correct them in an efficient and expeditious manner.

- Implementing corrective actions successfully.

Communication of Information

- Responding to information requests from outside the organization promptly, courteously, accurately, and in accordance with agency policy.

- Acting as a liaison between the agency and outside groups by accurately conveying the groups' policies to the agency, and the agency's policies to groups.

- Acquiring in a timely manner an understanding of the problems, policies, and operating constraints of outside groups and individuals with which the manager comes in contact.

- Giving clear instructions and clarifying work assignments for subordinates.

Interpersonal Skills

- Building and maintaining a positive work-ing relationship, as required with persons and groups outside the agency to foster continuing mutual understanding of the problems, policies, and operational constraints of both parties.

- Maintaining a good working relationship with the personnel within the agency, and facilitating intra-agency coordination and cooperation.

- Ensuring clarity and understanding in all intra-organizational communications by exercising active listening skills and two-way communication techniques.

- Maintaining emotional control, even when under severe provocation or pressure.

- Giving constructive feedback, on a regular basis, to agency collegues which motivates them positively, rather than generating discouragement or hostility.

Other Key Performance Factors
(as applicable)

- Any performance factor vital to the successful performance and evaluation of the manager's job, not covered by the other Key Performance Factors.

If this function is used, a description must be developed at the time of the performance planning meeting.

Appendix E   Communication Techniques:
Using Exploratory Questions to Improve Communication during Performance Discussions.

The indirect approach mentioned under Phase 4 uses a series of questions to promote the manager's active participation in the review process. By using these types of questions. the supervising manager is able to draw out information that is not volunteered. and to control. and, if necessary redirect the discussion so that its purpose is achieved.

Open-Ended Questions

Open-ended questions provide the manager with the option to fully express thoughts and feelings. Unlike *close-ended questions,* they ask for more than a simple "yes" or "no" and, in doing so, allow the manager an opportunity to present viewpoints in a particular area. Open-ended questions usually begin with one of these words: what, why, how, when, where. For example:

Close-ended: Possible
"Have you encountered   Responses
any problems while . . .?" 1. yes
                            2. no

Open-ended:
"What are some of the   1.
problems you have had   2.
with this project?"   3.
                            4.
                            5.

Two-Part Questions

This combination begins with a *close-ended question,* followed by an *open-ended question.* A two-part question is used when: a) the manager has trouble responding to broad, open-ended questions, b) more specific information is needed, c) a commitment is required, or d) by mistake, a close-ended question was asked. Here are some examples:

                            Possible
Close ended: Responses
"Do you think you can   1. yes
handle the assignment?"   2. no

Follow-up open-ended:
"Oh, really, why do you   1.
feel that way?"   2.
                            3.
                            4.

                   or

Close ended:
"Would you choose Lisa,   1. Lisa
Tom, or John?"   2. Tom
                            3. John

Follow-up open-ended:
"Why?"   1.
                            2.
                            3.
                            4.

Reflective Statements

Reflective statements indicate understanding and awareness of (but not necessarily agreement with) the manager's feelings, either negative or positive. Here are some examples of reflective statements dealing with negative emotions:

"I can see you are worked up about this."
"My last remark seems to bother you. I can tell you feel hurt."

And here are some reflective statements that deal with positive emotions:

"I can tell you are happy about the situation."
"It's pretty obvious that you feel proud."
"You are certainly enthusiastic about it."

Reflective statements help to vent emotions. They relax the situation and pave the way for a businesslike exchange by letting the subordinate release highly charged feelings.

Neutral Questions and Phrases

Neutral questions and phrases allow the manager to elaborate on some aspect of the subject under discussion. Sometimes they sound very much like open-ended questions. For example:

"Fill me in further on why you prefer. . . "
"Tell me more about your concerns with . . ."
"Give me some additional reasons why you insist on not working with . . ."

Brief Assertions of Interest

Brief assertions are useful and necessary in any performance discussion. They reinforce (verbally and nonverbally) the manager's statements, show that you are interested, and signal that he/she should keep on talking. For example:
"I see."
"Keep going."
"HM-m-m-m."
"Yes."
(Nod of head)

Be careful to use brief assertions only when they are true. Saying, "I see" when you don't see can only increase confusion. Also be selective. Don't encourage communication unless the communication is worth encouraging.

Pauses

A *pause* is a deliberate silence, a brief period of not talking, a short temporary break in the dialogue. Pauses can:

- give the manager a chance to mull over what has been said;
- help draw out the silent, unresponsive individual;
- relax the pace of the discussion so that the manager does not feel pressured; and
- signal to the manager that more information is required.

Leading Questions

Leading questions contain their own "yes" or "no" answers. Since the answer is built into the question, a leading question helps to test an assumption. It's okay to use leading questions to secure agreement on a particular point, but only after full discussion. If used too early, leading questions may be interpreted as over-controlling, and may stifle discussion or generate resistance. Here are some examples of leading questions:

"It's not worth the extra time, in view of the cost problem, is it?" (Answer:"No.")

"The best approach is to pilot the program, isn't it?" (Answer: "Yes, it is".)

Summary Statements

These sum up briefly, and informally, information that the manager has conveyed. They indicate that the supervising manager has absorbed what has been said and serve as a check for accuracy but not necessarily agreement.

"If I hear you right, Stan, you're concerned that Webster is not qualified to work on this project."

"As I understand it, Mary, you think . . ."

"Your thinking, as I understand it, is that these figures are . . ."

The manager then has the opportunity of saying, "That's right" or correcting any information that may not be correct. The supervising manager must be careful to restate what has been said, not what he/she wishes had been said!

Appendix F Difficult Situations

The following are difficult situations which the supervising manager may face when discussing performance. Following each type of situation are suggested approaches.

The Defensive or Angry Individual

When an individual feels personally threatened or attacked as a result of the supervising manager's tone, choice of words, or feedback, he/she may become defensive or hostile. Once this happens, it is doubtful whether any serious discussion can continue until the problem is addressed. If this situation should occur, the supervising manager might:

- Let the manager have his/her say and express all feelings.
- Find out the cause of the negative feelings. It is important to express concern through such reflective statements as:
  - I can understand your feelings.
  - I see what you mean.
  - I hear what you are saying.
- Let the person cool off, take a break and resume the discussion when the individual has had time to calm down.

The Hard-to-Convince Individual

Since both parties will be using the same tools for evaluating performance, there should be substantial agreement in assessing actual performance. However, because each person has a different perspective, some disagreement is to be expected.

Argument should be avoided when there are points of disagreement. After both positions have been presented, the next step is to understand the reasons for disagreement. To this end, the supervising manager should consider:

- Are the manager's reasons for disagreeing sound or unreasonable?
- Is the disagreement factual or emotional?

After considering these questions, the supervising manager should explore the manager's viewpoint further by asking questions and listening carefully to what is being expressed. It is important to keep an open mind right up to the time the final determinations are made.

In some cases it may be advisable to end the discussion after each position has been made clear and resume later, after there has been time to reflect on the issue.

The Uncommunicative Individual

Occasionally, a manager may be unresponsive, choosing to answer in short phrases. This may be for a variety of reasons such as hositility, shyness, low verbal ability, embarrassment, or disinterest. When this occurs, the supervising manager might:

- Try to find out what is restraining the manager.
- Use open-ended questions that allow and encourage more elaborate responses. For example:

  What would be your approach to the problem?

  Why do you think you were successful in completing that project?

  How would you suggest we strengthen your planning skills?

If the manager's response to these questions is only a shrug of the shoulders or "I don't know," the questions may have to be more structured. For example, the supervising manager could:

- Ask a two-part, laundry-list question. For example:

  Open-ended portion:
  "What would be your approach to the problem?"
  (Answer: "I don't know.")

  Laundry-list portion:
  "Well, would you:
  a) Rebuild the unit?
  b) Replace the unit?
  c) Test the unit further?"

- If necessary, a follow-up meeting may have to be scheduled to give the manager more time to prepare for the discussion.

The Long-Winded Individual

When nervous or trying to make a good impression, a manager may answer a question in an informative manner, but in such detail that the essential point of the discussion becomes lost. When this occurs, the supervising manager can help limit the conversation to the most essential points by using the following approach:

- As the manager speaks, memorize or write down the key words.
- When the manager pauses or finishes speaking, the ground can be prepared for excluding all but the most essential points by using phrases such as:

  "That's a good point you just made regarding..."

  "You made some interesting points a few moments ago. Suppose we spend some time and talk about . . ."

  "I was particularly interested in your comments on . . ."

This approach can be employed to limit the discussion to only the most relevant items.

The Individual Who Strays Off the Topic

When the manager is not directly addressing the topic, the following technique may be useful in getting him/her back to the relevant point.

- Using a reflective statement, the supervising manager restates what the manager has said and redirects it to the topic being pursued. For example:

  "It's interesting that you enjoyed that conference, but I'd like to get back to performance on objective three."

The Manager Who Is Too Quick to Agree

At times the manager will agree to a project or an improvement, but the supervising manager may have a sense that the manager is not fully committed. Here the supervising manager might:

- Test the person to make sure he/she is not agreeing only to end the meeting. The supervising manager might test by saying:

  "I hear you saying 'yes' but I have a sense that you may have some reservations. I'd like to hear them if you do.", or:

- The supervising manager may ask the manager to summarize major points. For example,

  "Just to make sure we concur, I'd like you to summarize our agreement about your cost reduction objective. What is your understanding of the problem and what needs to be done?"

The New Manager

New managers may tend to feel insecure about their abilities, and compare themselves with longer-term managers. This may, at times, place undue pressure on the newer person. The supervising manager might:

- Acknowledge the manager's newness, by stressing the fact that the manager is still learning and is not being compared to people who are fully experienced in the position.

- Focus discussion on how the manager can improve performance to meet expectations. The supervising manager may say, for example,

  "I realize that this situation is new for you. Let's develop a step-by-step plan to help you learn how to handle it."

The Marginally Performing Manager

It is only fair that the supervising manager be candid with those managers whose performance is below standard. The following suggestions should guide the supervising manager in these situations.

- Do not wait until the *Annual Review* when you see below standard performance. Meet with the manager and discuss it. Give verbal feedback throughout the year as required.

- Focus on the problem, not the personality. Limit your feedback to facts and observations and try to get the manager's agreement. For example:

  "There seems to be a problem with your relationship with people in the Personnel Department. For example... (give concrete examples). What are your feelings on the situation?"

- Formally document performance deficiencies. If it is not possible to obtain agreement or improvement after an appropriate number of discussions or verbal warnings, you must take timely action to address the performance issue. The matter should not be left until the time of the *Annual Review*.

- Follow-up regularly. After a plan of action has been developed, regular follow-up meetings should be held until the problem has been resolved.

The Top Performing Manager

Recognize that a manager whose performance is outstanding usually knows it and expects to be rewarded. If the supervising manager cannot meet his/her expectations, then there may be a dramatic decline in morale or work effectiveness. The supervising manager should:

- Recognize the manager's performance. Give credit when credit is due. Do not overlook the positive performer and only pay attention to marginal performers. Be prepared to discuss not only past performance, but also ways in which the manager can best use the current job to enhance his/her professional development.

- Be candid. Recognize the manager's performance. Explain any constraints such as lack of a merit pay program, or lack of an immediate advancement opportunity.

The Longer-Service Manager

The longer service or older manager may feel resentful of the new, younger managers. If this is the case the supervising manager should:

- Acknowledge performance. If performance is satisfactory, the supervising manager should say so. This lets the manager know how much the supervising manager values the steadiness and reliability that comes with experience. In this way the supervising manager builds the manager's pride and confidence. pointing out his/her importance as part of the team.

- For the manager who will not advance further, look for ways to increase the challenge and interest in the present job. The supervising manager should be attentive to the concerns of individuals who are near retirement.

Appendix G   Constructive Feedback

Feedback, whether positive or negative, is a way of helping individuals gain information about their actions and how these actions affect their job performance and that of others. Here are some guidelines for giving constructive feedback to managers during the course of the *PMS* cycle.

To be constructive, feedback should:

- **be intended to help the individual.**

  Before offering advice or criticism, the supervising manager should ask, "Do I really feel what I am about to say is likely to be helpful to this person, or will it only make me feel better?"

- **be directed toward behavior that the individual is in a position to do something about.**

  If the manager is reminded of a shortcoming over which he/she has no control, frustration and defensiveness will result. It is counterproductive, for example, to say, "Your lisp reduces your effectiveness in meetings."

- **be specific rather than general.**

  When describing performance and behavior problems, the supervising manager should cite specific examples of observed behavior and describe the consequences of that behavior on job effectiveness. Telling an individual that he/she is dominating, for example, will be less constructive than pointing out that, "When we were making a decision on that issue, you did not listen to what the rest of us were saying, and I felt that you forced your views on the rest of the staff."

- **be solicited, rather than imposed.**

  Feedback is most constructive when an individual either requests the feedback or is directly involved in self-evaluation. The *PMS* cycle has been structured to provide opportunities for gaining this type of feedback.

- **be focused on observations of behavior rather than interpretations.**

  The supervising manager's feedback will be most effective when the behavior is simply observed and described. Interpreting the reasons for the behavior should be avoided. For example, if a person has been late for a staff meeting three times in a row, it would be better to say, "You've been late three times in a row, and we can't get started without you," rather than "You've been late three times in a row because you are lazy and don't care about your work!"

- **be acknowledged by the person to ensure that the message has been communicated and received.**

  People tend to be selective about what they hear. Therefore, to ensure that the total message has been received, the manager should be asked to acknowledge it in some way, perhaps by paraphrasing it for the supervising manager.

- **be well timed.**

  In general, feedback (especially negative) is most useful when a person is receptive. Therefore, if the manager is angry, confused, upset, rushed, or defensive, negative feedback should be put off until a better time.

- **be offered in confidence.**

  Normally, criticizing a person's performance when others are present will lead to resentment rather than improvement. On the other hand, public recognition of a job well done fulfills an important need which is frequently overlooked. A good general rule to follow in most circumstances is: "Praise in public, criticize in private."

Appendix H Performance Planning Worksheet

PART I: Performance Objective Worksheet

Key Results Area

_____

Key Measure of Accomplishment

PRESENT LEVEL	TARGET LEVEL	TIME FRAME (by when)

Your objective will involve:

☐ maintenance of effort   ☐ problem-solving improvement

☐ innovation/new effort   ☐ development of manager

Statement of Performance Objective:

_____

_____

Conditional Factors

(Indicate resources needed and any factors beyond your direct control that will affect achievement of this objective.)

_____

_____

_____

PART II: Key Performance Factors Planning

Key managerial factors important to success:

☐ planning

☐ staffing

☐ organizing

☐ directing & leading

☐ communication of information

☐ interpersonal skills

☐ other (specify) _____

_____

Examples of how these factors will impact the objective:

_____

_____

_____

How can the supervising manager observe the manager performing these
managerial functions?

_____

_____

_____

Appendix I   Performance Planning Checklist

1. Manager and supervising manager individually draft priority performance objectives ☐

2. Complete the performance planning meeting (reach a mutual understanding on the priority performance objectives and on expectations for the performance factors) ☐

3. Signoff by manager ☐

4. Signoff by supervising manager ☐

5. Signoff by reviewing manager ☐

6. Agree on a date, time and location for the progress review meeting ☐

Appendix J Progress Review Checklist

1. Manager and supervising manager individually consider progress to date on priority performance objectives and on performance factors ☐

2. Complete the progress review meeting (reach a mutual understanding on the progress to date on priority performance objectives and on performance factors; reconcile any variance between planned and actual progress; and note any major revisions or necessary action steps) ☐

3. Signoff by manager ☐

4. Signoff by supervising manager ☐

5. Signoff by reviewing manager ☐

6. Agree on date, time and location for the annual review meeting ☐

Appendix K   Annual Review and Professional Development Plan Checklist

1. Manager and supervising manager individually prepare for the annual discussion of performance ☐

2. Complete the annual review and professional development plan meeting (review and assess performance; prepare the professional development plan; and specify corrective action steps, if any) ☐

3. Record comments, if any ☐

4. Signoff by manager ☐

5. Signoff by supervising manager ☐

6. Signoff by reviewing manager ☐

7. Agree on a date, time and location for the performance planning meeting ☐

8. Completion of Step Increase Form by supervising manager ☐

Appendix L Step Increase Instructions and Form

Pursuant to M.G.L. Chapter 30, Section 46c(3), the decision to award a step increase to a manager must be based upon an evaluation of performance made at the time of the P.M.S. Annual Review. Implementing instructions, including procedures to be employed in awarding, delaying or denying step increases; completing the Step Increase Form; the relationship of PMS to PMIS, and the procedures linking PMS decisions to PMIS input documents; conducting hearings; and maintaining records are contained in a Department of Personnel Administration memorandum.

The following paragraphs contain general information about the step increase decision. A sample Step Increase Form, which will be completed at the time of the P.M.S. Annual Review, follows.

Awarding, Delaying, and Denying Step Increases

Since the PMS is on a fiscal year cycle and individual anniversary dates occur throughout the year, step increase decisions will be based upon the most recently completed PMS annual evaluation. The assessment of overall performance should be based upon an evaluation of results achieved on established performance objectives and of mutual expectations on performance factors. There are no precise rules for how many objectives need to be accomplished and for how many performance factors must be satisfactory to constitute overall satisfactory performance. The supervising manager should make an evaluative judgment, taking into consideration unforeseen or mitigating circumstances which may have affected the manager's performance. If overall performance of the manager has been satisfactory, the step increase should be awarded on the anniversary date. If overall performance of the manager has been unsatisfactory, the step increase should be

delayed. A manager, whose overall performance has been unsatisfactory in the opinion of the supervising manager, should be allowed a defined period of time to bring his/her performance up to a satisfactory level. During this period, the decision to award the step increase should be delayed. The supervising manager and manager mutually should establish a detailed Corrective Action Plan and a defined time period to be used for the demonstration of improved performance. Since the step increase is being delayed, the time period should not be unnecessarily long. The supervising manager should utilize this period of time to coach or provide other relevant activities for the manager to ensure the best possible opportunity for improvement.

At the conclusion of the agreed upon period of time, the supervising manager should again consider awarding the step increase. If the manager has demonstrated satisfactory performance, the step increase should be awarded. It may be effective on the original anniversary date or on a later date if warranted by the performance of the manager. If the manager has not demonstrated satisfactory performance, the step increase should be denied, with reasons given in writing.

Step Increase Form

The Step Increase Form should be completed to document the decisions. The appointing authority must also sign the form. The manager should be notified of the decision at each point in the process. A manager may request a hearing before his/her reviewing manager in the event of a denial of the step increase. Procedures for requesting and conducting a hearing are included in the DPA memorandum.

Notes